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ABSTRACT

This study attempted to determine whether presentation of current information on men and women, their achievement patterns, and the world of work, coupled with examination of one's own stereotyped attitudes and biases, could effect both attitudinal and behavioral change in volunteer college student and academic advisor (department head) participants. A Randomized Solomon Four-Group design was employed with the 146 students and a pre-posttest design with the 49 faculty. The intervention strategy used to influence student behavior and attitudes consisted of six three-hour career/life planning workshops designed to assist students in discovering their interests, strengths and weaknesses, values, lifestyle choices, and examination of their own sex bias and stereotypes where career choice is concerned. The workshop format brought trained facilitators together with small groups of students (four or five) for structured exercises, while the faculty segment involved presentation of current information on women at two workshops. The interventions for both students and faculty failed to produce the desired effect as measured by the Attitude Toward Women Scale (AWS) and the Advisor Rating Scale (included in the appendices). Interpretation of the results raises the question of male students (and faculty members, too) who may be test-wise on this issue, since resistance to the sessions of sex-role stereotyping was not congruent with male students' liberal scores. It is also possible that the AWS measured only a portion of the treatment's effect while constituting a part of the treatment itself. Workshop evaluation forms support the idea that workshops were indeed helpful and worthwhile. (Report contains data tables and instrumentation used.) (CP)

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Final Report

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ATTITUDINAL AND BEHAVIORAL CHANGE OF ADVISORS AND STUDENTS: SEX ROLE STEREOTYPING AND SEX BIAS IN VOCATIONAL CHOICE

December 27, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Vocational Education

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AUTHOR'S ABSTRACT

ATTITUDINAL AND BEHAVIORAL CHANGE OF ADVISORS AND STUDENTS: SEX ROLE STEREOTYPING AND SEX BIAS IN VOCATIONAL CHOICE

This study focused on investigating if presentation of current information on men and women, their achievement patterns and the world of work, coupled with examination of one's stereotyping and biases, could effect both attitudinal and behavioral change of students and department heads who participated in the study. The project was limited to studying the effects of the intervention strategies on volunteers from heads of departments and Montana State University students.

The intervention strategy used to implement change of attitudes and behavior of students was a series of six three-hour career/life planning workshops (18 hours total) designed to assist students in discovering their interests, strengths and weaknesses, values, life-style choices, and examination of their own sex bias and stereotypes with regards to career choice. The workshop format consisted of four to five students working with a trained facilitator in a series of structured exercises designed to assist students in exploring the above.

The interventions for both students and faculty did not produce the desired effect as measured by the Attitude Toward Women Scale and Advisor Rating Scale. The workshop evaluation forms support the idea that indeed both were helpful and worthwhile and a good first step in the reduction of sex stereotyping with regards to career choice at MSU.

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Office of Vocational Education

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Chapter 1

BACKGROUND FOR THE STUDY

Background on Montana State University and Montana

Montana State University is a state-supported coeducational institution located in Bozeman, Montana. Bozeman is one of the largest cities in Montana with its population totaling twenty-five thousand (25,000) including ninety-eight hundred (9,800) students. The University began as the Agricultural college of the State of Montana in 1893 and in earlier times was informally known as the "Moo" college. The emphasis at that time was in agriculture and mechanical arts. The University received its present name, Montana State University, in 1965. Today it is the largest of all of the nine state-supported institutions.

As a land-grant institution authorized by the Morril Act of 1862, Montana State University derives its support from biennial state legislature appropriations, student fees, federal land-grant income and from private and other grants.

Today, Montana State University is a multi-purpose institution offering widely diversified curricula leading to the bachelor's degree in 45 fields covering some 119 separate majors, master's degrees in 33 different areas and doctorates in 19. Undergraduate instruction is administered through the College of Agriculture, Arts and Architecture, Education, Engineering, Letters and Science, and the Schools of Business and Nursing. Students who have not decided upon a major, enroll in the general studies program. Students working toward an advanced degree enroll in the College of Graduate Studies.

Montana State University maintains a comprehensive program of financial assistance for entering freshman and upperclass students--including scholarships, loans and work-study employment--which is intended to recognize and assist students who otherwise would be unable to continue their educational careers.

As the land-grant institution for the state of Montana, Montana State University has created an environment of outstanding research effort and adult education services in harmony with its academic instruction. The Engineering Experiment Station, the Cooperative Extension Service and Agriculture Experiemnt Station are all parts of the University with the specific function of expanding and diversifying the scope of the University's programs and serving the state and the nation.

	Male	Female	Minority	Total
ADMINISTRATORS:				
Department heads	41.0	2.0	1.0	43.0
Other administrators	56.0	11.0	--	67.0
PROFESSIONAL NON-FACULTY	82.9	13.53	5.0	96.43
INSTRUCTIONAL FACULTY	400.35	126.3	11.92	526.65

Of the total of 126.3 female faculty, 25.08 or 20%, were in non-tenure track positions. Of the remaining 101.22, 62.67, or 62.4% were in the female-traditional fields of nursing and home economics. For the fields apart from the traditional female fields, many of the currently employed women were either part-time, or did not hold terminal degrees, or both. Thus excluding administrators, only 16 women of the 126.3 listed above hold terminal degrees and worked full-time in tenure-track positions.

The established goals for the recruitment of minorities and women were based on the national availability of minorities and women with terminal degrees in their respective fields. In summary: Established Goals: (as of May 1977)

	Females	Minorities
ADMINISTRATORS:		
Department heads	7.7	1.5
Other administrators	2.0	5.2
PROFESSIONAL NON-FACULTY	13.5	--
INSTRUCTIONAL FACULTY	49.59	20.65

To achieve goals implementation, the Affirmative Action Officer, under the direction of the President, has instituted the following procedures and policies to assist hiring authorities in their attempts to reach ideal utilization of females and minorities as stated in the above goals:

(1) formulation of standardized hiring procedures which require, in part, nationwide recruitment and the use of female and minority referral sources, the involvement of search committees in selection decisions, and approval of the Affirmative Action Office in all steps of the selection process;

(2) collection of applicant flow data on sex, race citizenship, age, veteran and handicapped status of applicants through a separate, confidential, and voluntary questionnaire;

(3) establishment of a three-year timetable for goal achievement (1978-81), with provisions for annual monitoring, review and revision of utilization and availability statistics;

(4) provision for frequent, periodic communication to the University community on its progress and failures relative to gail achievement; and

(5) forthcoming publication of a revised "Affirmative Action Plan for Montana State University," to be submitted to HEW in early 1978.

Our academic faculty now numbers over five hundred (500) persons, with another two hundred (200) professional staff members engaged in research activities. Both undergraduate and graduate degrees are awarded in various fields.

MSU, as it is called, is located in the quiet city of Bozeman, Montana. It is a community with little industry, located in a farming center which boasts very rich farm land. The population is largely dependent upon the University for the support of the businesses and local services. Bozeman serves as the shopping area for a large geographical area. The largest and most metropolitan city in the state is Billings. Billings is approximately one hundred fifty (150) miles away and has a population of around sixty thousand (60,000) persons. The only other sizeable towns nearby are Butte and Helena each approximately one hundred (100) miles away; the population of these are approximately twenty-five thousand (25,000) to thirty thousand (30,000).

Bozeman is a conservative community still influenced by some of the decendents of the very first settlers who came to the area only about a century ago. A strong atmosphere of isolation from the rest of the world prevails. Living in the area makes it very easy to stay cozily tucked away in this lush valley surrounded by beautiful mountain ranges and forget that, in fact, there is a large world of which we are an integral part.

Extremely important to note is that Montana is mainly a rural area; its predominant industry is farming and ranching, with tourism continually playing a greater role in the economy of the state. Although it is the fourth (4th) largest state in the United States, its total population is only seven hundred thousand (700,000) people, placing it 44th in population. The state is composed of small communities spread throughout the geographical region. In fact, there are no cities in excess of sixty thousand (60,000). (See Appendix A). Clearly it is geographically isolated from metropolitan areas where many jobs are located. Because of the distances between cities and the

limited exposure to different occupations, students are strongly influenced by parental and societal expectations. Usually, they come to the university with a very poor background and exposure to different occupational choices and concominant lifestyles. Add to this the fact that many schools do not have guidance counseling at all and according to the past President of the Montana State Guidance Association, "Much of what is available is of a poor quality, particularly when it comes to career education and career counseling." Until the last two years this was an unknown word to Montanans.

The people of Montana are hearty, hard working, independent, and loyal. They place great importance in clear skies, natural beauty and the freedom to do as they please. The population according to 1970 census figures was composed of 27,130 Native American Indians living on seven reservations within the state. According to Malone and Roeder in Montana: A History of Two Centuries, "By 1910, slightly over one-fourth of Montana's population was foreign born." A "pioneer spirit" has always prevailed. Furthermore, our young people often grow to love the freedom, clean air, climate changes, ruggedness and independence they experience here.

Unfortunately, the limited job market cannot absorb all the students who desire to remain in Montana upon graduation. Career development then, becomes even more complex for we have the added challenge of not only helping our students become aware of different kinds of careers open to them but also see that they could perhaps be happy in an area other than Montana.

Profile of Montana State University Student

The typical student who enrolls at MSU, as described by the Cooperative Institutional Research Program, is from Montana and lives from one hundred (100) miles to over five hundred (500) miles from campus. A high percentage of these are rural students come from small towns but some also from farms or ranches which may be

twenty (20) to twenty-five (25) miles from a neighbor and fifty (50) or more miles from the nearest town. Most of them see themselves as middle-of-the-road to conservative with regard to political orientation. They are usually hard working but naive. In addition, the survey shows that freshmen attending Montana State University tend to rate themselves lower than does the average college freshman.

The career choices marked on the above-mentioned survey reveal that 28.8% of the freshmen men prefer engineering while 4.7% of the women chose this traditionally male occupation. Men outnumber women in a choice for business by only .9% with 12.1% of them men and 11.3% of them women pointing to that as their career choice. This is due, however, to a large number of women enrolling in a two-year secretarial program,which is within the School of Business. Agriculture has 13.2% of the men and 2.4% of the women listing it as a choice. Fifteen (15.1%) percent of the women list nursing with .2% of the men stating it as their preference. Likewise, the non-M.D. health professional field received 10.1% of the women and 3.6% of the men. Six (6%) of the women and 4% of the men indicated elementary education as their choice while 7.1% of the women and 2% of the men chose secondary education. From the above data, one can see that sexual stereotyping and biasing with regard to career choice is still far too prevalent among freshmen entering Montana State University. "Summary of Total Net Enrollment by College/Curriculum/Option for Autumn Quarter 1977 to October 14, 1977" can be found in Appendix B.

The Agricultural and Engineering Colleges have been well known for their outstanding and well trained graduates. This reputation has perpetuated repeated visits by recruiters to Montana State University in those fields and it is in these areas where the primary emphasis has been placed by MSU in job placement. The major exception to this is in the field of business. The competency of the MSU graduates has spread and as one could expect there is an

increased number of interviewers to this campus in this field. In general, students in other fields are basically "on their own" when finding employment. More serious perhaps is that they have had but few opportunities to become aware of the many career opportunities open to them.

Per capita support of most educational programs in Montana is very low compared to other states. This is even true of the Co-operative Extension Service even though Montana is a predominantly rural state. Montana as a state is conservative, provicirl and very slow to change. In fact, it appears to fight change at times. An example of the hesitation to change can be pointed out by citing the attitude twoard the Equal Rights Amendment which was approved by a vote of the residents of the state four years ago. This was after a discussion in the legislature which drew national attention when one Senator spoke loudly that, "If God had wanted women equal, he'd have made them equal." Two years ago attempts were made to rescind the previous approval of ERA and again last month another attempt to rescind the approval which drew much attention when a freshman legislator who by profession is a minister, stated that passing the ERA "will lead to homosexual marriages." ERA has been a topic at the four legislative sessions since 1973 with violent objections to the ERA voiced each time. This year, 1977, it was finally "put to bed" and passed.

The students of Montana State University and the university itself are representative of the State of Montana in its views towards sexual roles of its citizens. Montana has long been a state of "Old West Culture" and machissmo values. Traditional sexual roles are maintained and resistance continues towards the liberalization of these attitudes.

Enrollment and Student Body

In the Autumn of 1977, Montana State University enrolled 9,802 students which totals 31.8% of all students enrolled in higher educaton in the state and 39.4% of all students enrolled in the six units of the Montana University System. Montana State

University's fall quarter enrollment was tops for the Montana University System, enrolling 1,535 more students than the second largest post-secondary institution in the state. According to the Office of the Commissioner of Higher Education and the Montana State University Registrar, MSU gained 462 additional students between 1976 and 1977, representing a 4.9% increase. First-time freshmen during 1977 numbered 2,805, an increase of 450 from 1976, or 19.1%.

Of the total 9,802 students, 5,533 are male (57.3%) and 4,269 are female (43.6%). Net class distribution is as follows: freshmen: 3,496 (1,878 male; 1,618 female); sophomore: 1,829 (1,007 male; 822 female); juniors: 1,596 (936 male; 660 female); seniors: 2,085 (1,213 male; 872 female); graduate degree candidates: 538 (379 male; 159 female); graduate non-degree candidates: 228 (112 male; 116 female); unclassified: 30 (8 male; 22 female).

Transfer students to MSU from other Montana colleges totalled 381 (194 males; 187 females); out of state: 559 (301 males; 250 females); foreign: 10 (7 males; 3 females). Total transfers numbered 950 (510 male; 440 female).

In-state students comprised 8,135 (83%) while out-of-state students numbered 1,667 (17%) of the total 9,802 students enrolled at Montana State University during the Autumn of 1977.

Efforts have been limited on the campus of Montana State University toward resolution of sexual bias inequities. A recent judgment on a class action sexual discrimination case against Montana State University was handed down from the U.S. District Court in Butte, calling for a total settlement of $450,619 in back pay, legal fees, expenses and benefits to female faculty members by Montana State University.

It is clear after reviewing the printout on student enrollment, by sex, and department, that Montana State University students are choosing very traditional - male and female - occupational choices. (See Appendix B). For example, most females are enrolled in education, home economics, nursing or some specific departments

within the liberal arts college. A predominant number of males, on the other hand, are enrolled in agriculture, economics, engineering and business.

This is not surprising when one stands back and views the male dominated environment which prevails at Montana State University. Appendix C illustrates the numbers and rank of both male and female professors. Noteworthy is the fact that all Department Heads, save one, are male; the one female is in an "acceptable" area--Home Economics. This past January a woman was selected to be an "acting" Dean of Graduate Education. The other Dean is in the College of Nursing. Two other female Assistant Deans can be found in the Office of Student Affairs. In addition, the Affirmative Action Officer as well as the Director of General Studies are women. There are no female Vice-Presidents.

Some colleges and departments have only male faculty (Colleges of Engineering and Agriculture and Departments of Psychology, Geology, Mathematics, History, and Political Science), while most of the others are predominantly male. The College of Business until this last year has female faculty but only as part of their two-year program on Office Management: (primarily a secretarial development program) and one other female is affiliated with the Department of Accounting. The total number of male professors equals 399; female professors 85. The breakdown within the academic ranks is as follows: 128 male full professors - 11 female full professors; 155 male associate professors - 24 female associate professors; 116 male assistant professors - 50 female assistant professors.

Thus, we can see that indeed there are few role-models for female students at Montana State University. Female students need mentors. . . other women who they can look up to, act like, talk to and want to be like. Unfortunately, there are few "significant" others for our undergraduate or graduate women. Female students need the opportunity to meet other successful

women who can provide encouragement, give information and discuss "how doors can be opened." Because this is impossible at this time, an alternative strategy must be developed so that our young women on campus can explore themselves, their strengths, weaknesses and investigate new career choices which could be open to them.

There is no doubt that the appropriateness of student curricula decisions related to their career plans is directly related to the quality of advising the students receive in their early college years. The need for helpful, meaningful advising has been well documented. Students who have trained advisors "to talk with" have greater college success in several areas. The Morehead and Johnson study, (1964) demonstrated that a systematic program of faculty advisement resulted in; a significantly higher academic record for the systematically advised group, and a lower drop-out rate among these students. Results similar to these were reported by Brown (1965). However, in the Brown study the advisors were trained upper-classmen.

Results relating to career placement were found by Rossman (1967), which demonstrated the positive effects of a systematic advising program for college freshmen. In addition to lowering the drop-out rate, students in the advising program were significantly more likely to seek out assigned advisors with questions concerning career planning.

In a study which was directly related to the Task Force goal an actual training program for advisors was conducted. This research done by Gelwick (1974), provided a three stage training program for advisors. The advisors were systematically trained in career theory and research; intensive career in the group setting; and supervised miniature group marathon with students. This third state was the application of stages one and two. The students responded enthusiastically to the project and felt that they had gotten to know themselves and their needs better; and at the same time they began to know their advisors at a much deeper,

more meaningful level. Closer advisor-student contact laid the ground work for more meaningful continual advising.

Although no systematic training program for advisors is available here at Montana State University, the need for one is clearly felt by Commissioner of Higher Education in the state. A recent study by Cohn (1975) for the Commission of Higher Education states these pertinent facts regarding career development and student advising in institutions of higher learning in Montana. It was noted by many of those interviewed that universities and colleges, remaining close to past traditions, are graduating students in fields that are overcrowded and that they fail to advise their students of job probabilities. In addition, the report goes on to state:

> College advisors and counselors also play an important role in relation to the relevance determinant to success. For the accessibility of a student and his continuing success in an institution of higher learning can often be directly linked to quantity and quality of advice and counseling that he receives while in college. The crucial period of receiving direction and counsel are during a student's freshman and sophomore years. Many of those interviewed expressed concern that advice and counseling by those assigned as college advisors on the campus is of poor quality and entirely non-existent. The only occasion that many students get an opportunity to meet their advisors is while scheduling their classes. Others simply fill out their own schedules and forge the signature of their advisor. The common complaint of many students on college campuses is that they cannot find their advisor or even make an appointment with them when they are seeking help and advice. Many students claim they are assigned to advisors who have no knowledge of the student's field of study or major and thereby soon lose all interest in the student. Yet most students, if they search long enough, will eventually discover a professor or older friend who, indicating an interest in the student's career, can aid them in the course selections and future needs.

As a result of the Commissioner's study the following recommendations were submitted:

1. That a program be initiated and developed that will establish a quality advisory and counseling staff for students especially in the first two years of college.

2. That possible incentives for better advisors might include reduction of class load or increase in salary.

3. That a system be developed whereby a student be given a normal projection of his future job probability in his chosen profession.

It seems to be clearly demonstrated that not only is a trained system of student advising essential in helping the student to make wise career choices, it also promotes student success in many areas. The training of faculty and advisors at Montana State University is sorely lacking and is a primary need as indicated by the Commissioner's Office of Higher Education.

Presently, academic advisors at MSU are provided no training or experience in dealing with students. Most have expertise in their subject matter only and have had no training in interpersonal communication skills, career opportunities or understanding student problems in career development.

Our faculty, like many other faculties has its share of "good" and "bad" academic and career advising. Many of them,according to our student undergraduate and graduate Task Force representatives, have a high number of advisees, and often simply "sign cards." Some lack the "know how" and interpersonal skills so necessary for positive student-faculty relationships. In addition faculty are not "rewarded" for quality advising and counseling. In the present MSU Faculty Handbook (p. 56), "Effectiveness of Advising" is listed eighth under the heading Teaching in Relation to Evaluation of Faculty Performance. On page 89, under Academic Policies, the following statement can be found regarding student conferences:

> "Faculty members are expected to make time available for student conferences. Office hours should be convenient to both students and instructor with the opportunity provided for prearranged appointments. Available conference time should be communicated to students.

Obviously, little value is given to the advising of students as important criteria for promotion and tenure as quality advising has indeed not been "operationalized" as important criteria in determining promotion. Too often the pressures of teaching and research--seen as credible and rewardable within higher education--often take precedence. So again, the student is the loser.

Our students want and need more contacts with the faculty! Anyone can "sign" a registration card; students want faculty to use as role models and mentors, even friends. Furthermore, they want to talk with the faculty about their confusion in career choices, and need to hear from faculty about the kinds of opportunities, lifestyles, value conflicts and rewards in the particular program they have chosen. Faculty serve as critical "role-models" to students and as in many cases they are the only real-life personal representatives of a particular field or program.

We also find that a considerable number of our professors are "out of contact" or "unaware" about the world or work within their academic areas of specialization. Many of them have progressed from one academic institution to another and although are fine academicians and researchers, have never had work experience outside or higher education. Many lack awareness of the career opportunities, choices, lifestyles within their fields.

Thus, our faculty will need new information and knowledge if they are to play a more active role in career education. Some also will need increased skills and expertise in listening to what their students are saying. Equally important is to either change the system so that academic and career advising is seen as credible criteria for rewards and promotion within MSU or an alternative system for advising be developed.

Two recent reports on MSU students' needs around career concerns come from the ACT and some investigative work by the College of Business in a Business Policy Class as well as input from Task Force members. Seniors in the College of Business pointed out the need for career exploration and information at the freshman and sophomore years, particularly first quarter of the sophomore year. They also indicated another crisis occurred at the beginning of their senior year. Here their specific interest areas were in need of a process whereby their specific career choices could be identified. In addition, they wished for substantial time in developing interview and resume skills. These same seniors also stated a need for more faculty contact an an improved quality of advising.

In addition, a large percentage of MSU freshmen and sophomores indicate that indeed they have unmet needs with regard to career concerns and choices!! On the ACT the freshmen students (1976) stated that 55% of them had concerns around career and educational decisions. In 1977, they stated that 61% had similar concerns. This was higher than the national returns for freshmen.

The General Studies Student - A Logical Target for Career Education

Of the 2805 freshmen (1488 male; 1317 female) enterning Montana State University during the fall of 1977, 676 students (312 males and 364 females) had the courage to state that they were undecided in their choice of major! How many more did not have that courage, and are enrolled in a curriculum where they are facing possible failure or great unhappiness is unknown.

During 1977, in addition to these 676 freshmen, the Department of General Studies also had 290 other students: 131 of these were sophomores, and were 159 graduate non-degree students and special students. The nature of this population singles the General Studies student out as the most identifiable, and the most needy student of some type of vocational education and career development program.

The reasons for these students indecision are complex, of course, but one can pinpoint several contributing factors which seem to be implicated in the general confusion existing in career choices:

1. The exponential expansion of job descriptions, many with narrowly defined educational or experiential requirements.

2. The lamentable lack of interaction with role models, such as faculty, parents, grandparents, aunts and uncles, family and friends caused by the age stratification in our society and the prevalence of the nuclear family unit.

3. The generally poor performance (for whatever reason) of the high school guidance programs, particularly in regard to career education/counseling.

4. Admittance of the underprepared student, who, without proper career counseling and remedial coursework is doomed to an experience in failure and frustration. A university such as ours, with a long history of the open admissions policy, is the recipient of a disproportinate number of underprepared students. Obviously, one could list many additional contributing factors.

What do we currently have to offer the undecided student?

The General Studies Advisor: With a ratio of 500:1 students to advise, it becomes very difficult to get more than a small share of an advisor's time. Most of the contacts occur during the pre-registration and registration periods when valuable time has to be spend on "filling in the blanks". Students are encouraged to come in during the quarter for individual conferences but other university responsibilities of the advisor puts severe time limitations on such conferences.

In spite of the fact that MSU has Testing and Counseling and Placement services, it has not adequately focused upon the total career education needs of its students. The main interest of the Testing and Counseling staff has been in assisting students in dealing with their emotional and psychological adjustment problems, rather than dealing with vocational education, career development

and counseling. Too, the staff has had little training and experience in strategies for workshops of this type. At this point in time the typical career counseling at MSU has meant the administration of the Strong-Campbell Vocational Interest Inventory, along with a personality test such as the Edwards, with subsequent discussion and initial career exploration. However, what has been done in a traditional approach has been of high quality! Nevertheless, a comprehensive developmental approach of career education has simply not been undertaken and implemented. Most MSU students simply do not get the help they so desperately need in order to make important career decisions.

With regard to the Placement Center, it too, because of limited staff has waited until the senior student "walks in". At this time the center mainly serves as a "recruiting and employment center" for seniors seeking employment. The Director describes the services as "fragmented". The staff does provide an interviewing skills class, taught in the School of Business, during the spring quarter and a career outlook course. The Placement Service also offers students additional services such as career information, help in writing, typing and the reproduction of resumes, keeping resumes and the maintenance of a placement folder. The staff will talk to departments when requested and also offer continual job placement assistance to MSU alumni.

The small staff of the center (two) plus secretarial help simply does not have the time and experience to branch out into much needed career education, counseling and development aspects. Appendix D provides placement data for the past two years. As one can tell, placement is much higher in agriculture, business, engineering and education as compared to other fields.

Thus, our efforts at MSU for the development of career concerns of our students have been fragmented and piecemeal; they have reached only a small percentage of the students who indeed have needs for a total career education model. The loser, of course, is the student!!

Students are also referred to Department Heads or other faculty members to explore different curricula. What kind of "selling job" they receive is a mixed bag of blessings; often faculty are concerned with increasing the enrollment in their field rather than to really "listen" to the student's needs. In addition, we have the advisor's own sexual stereotypes and biases with regard to what is "right" for a man and women.

As stated previously, review of the literature strongly suggests that most male professors are not sensitive to women's needs and maintain the same myths and stereotypes that other males do. Too, they often are simply misinformed--they simply do not have adequate information. The picture becomes clearer--traditional female and male students from Montana meet with traditional male advisors--the advisors, consciously or unconsciously encourage the young men and women to go into traditionally oriented fields. And so the story goes. . .

The purpose of this study is to reduce sexual stereotyping and biasing with regard to career choice at Montana State University in selected faculty and general studies students. What we propose to do is to develop intervention strategies at a number of different levels in an attempt to break the above mentioned vicious cycle. In general, we propose to provide career training and knowledge to approximately 120 general study students and to 30 faculty advisors, mostly department heads, which hopefully will assist them in becoming increasingly aware of themselves and their sexual biases with regards to career choice.

In addition, the forementioned general studies students will have the opportunity to participate in a series of career-life planning workshops; the goals of these are increased self-awareness, including career testing and feedback recognition of alternative career choices, reduction of sexual stereotypes and biases with regard to career choice and the opportunity to learn how to make decisions.

Our students need to be assisted in realizing that career education encourages exploring all alternatives and making tentative choices. They need to become aware that "a choice" involves full exploration of oneself--one's strengths, weaknesses, interests, values, lifestyles, skills and abilities. This process is a continuous one and is effected by self assessment and faculty input, course work, career counseling and most important, individual decision making.

Chapter 2

METHODOLOGY

Introduction

In the spring of 1977, the Office of Vocational Education awarded an HEW grant in the amount of $24,802 to Montana State University for the funding of a research project entitled, "Attitudinal and Behavioral Change of Advisors and Students: Sex Role Stereotyping and Sex Bias in Vocational Choice," for the duration of the 1977-78 school year. This project was undertaken by the Office of Student Affairs and administered by Dr. Peggy Leiterman-Stock, Assistant Dean of Students.

The project was two-fold. One segment of the research dealt with examining the effects of training designed to reduce sex stereotyping of students with regards to career choice through the use of a career/life planning workshop series. Here, students participated in three six-hour sessions, also in a small-group format facilitated by other faculty or graduate students. As a part of the design, the training included increasing students' self awareness as it applies to vocational choice.

The other segment involved determining if presentation of current information on women, their achievement patterns and the world of work, coupled with examination of one's own stereotyping and bias, could affect both attitude and behavior change of administrative faculty who participated in two workshops.

The purpose of this study was to determine if there is a difference in attitudes and behavior of students and faculty at Montana State University after participating in training designed to reduce sex bias and sex role stereotyping as compared to control groups not receiving this treatment.

Procedure

Administrative Faculty

The population for this study consisted of 49 heads of departments including directors and coordinators of programs at Montana State University. Twenty-seven (27) persons were included in the experimental group and twenty-two (22) persons in the control. The experimental group consisted of nineteen (19) males and eight (8) females; of the control group, sixteen (16) were male and eight (8) female. Most of the participants were heads of departments or persons designated as chief administrative personnel for University programs. Most of the departments of Montana State University were represented in the study.

Each academic and non-academic department on the MSU campus was contacted to ascertain the identity of persons within the departments who were considered official and unofficial administrative personnel. Counseling staff from the University Counseling Service were also included in this study; although their administrative responsibilities are limited, the positions they hold afford considerable influence and power within the University structure with regards to career explanation and career choice, thus meeting the criteria of selection for this study.

Method of Collecting Data

For the purpose of this investigation, two instruments were utilized to examine changes in attitudes and behavior--the Attitude Toward Women Scale was administered to both students and faculty, while the Advisor-Student Rating Scale was only utilized with faculty. Workshop evaluations were also used to assess perceptions of how the faculty participants viewed the workshops and how the students viewed the career/life planning workshops.

The Attitude Toward Women Scale (AWS) was administered to faculty in both experimental and control groups. The research design employed

a traditional pre-post testing procedure. The investigator administered the Attitude Index prior to the intervention training after the first training session and utilized a second post test upon completion of the experiment. Authorization for the use of the Attitude Toward Women Scale (AWS) was sought and obtained through oral confirmation before the study began.

An Advisor Student Rating Scale was also developed by the investigator to examine changes in behavior of the participants in the study. Students participating in the parallel study were asked to rate the heads of departments on various factors after conferring with them in an advising conference.

In addition to this, at the time of pretesting, a supplemental measure (see Appendix E) designed by the MSU Sociology Department, was administered to the experimental and control groups to develop a cognitive map of faculty with regards to the kinds of associations the department heads had toward careers as well as male and female bias. This data provided further verification of the similarity of characteristics of persons within the groups and was helpful in designing the workshop for faculty. Development of this instrument involved interviewing fifteen (15) of the department heads and constructing a test from these interviews, then administering and analyzing the data before the workshop.

The steps followed in the data collecting process were interwoven into the overall process of organizing the project itself and its subsequent implementation. At the onset of the program, the Project Director in consultation with the President of the University drew up a plan of action in accord with the aims and goals of the institution. Upon agreement, the Project Director met with the Deans and Assistant Deans on campus to inform and consult with them over the plans of the program.

Following identification of potential participants, a letter was sent by the President of MSU, William Tietz (see Appendix F), to the selected target group introducing the project, explaining its purpose and soliciting support and participation. In

conjunction with this letter additional information was provided to each individual including an abstract outlining the content and design of the project as well as vitas of the workshop leaders. Volunteers for the project were requested. A followup letter from the Office of Student Affairs was sent providing a form on which the department heads could check whether or not they wishes to be included in the project. For those persons not responding to this letter, additional contact was made by telephone by the researcher to determine their interest in the program. After obtaining a complete list of heads of departments wishing to participate, a second letter was sent by the researcher from the Office of Student Affairs informing them of the time, dates and place of pretesting. Those individuals who volunteered were divided into two groups--experimental and control--utilizing a selection random sampling technique. Control over two factors were exercised in the sampling procedure: one, the sex of the individual, and two, the department which they represented. Verification of the similarity in composition of the two groups was obtained through the findings of scores on the attitude index pretest. The groups to which the individuals were assigned were not disclosed, however, until following the pretest. A code (A or B) was utilized to identify the group designation. Therefore, no person knew whether or nor he/she were in the experimental or control qroup at the time of the initial testing. A letter was sent by the investigator following the pretest informing the participants of the group to which they were assigned.

It was decided that the sensitivity of the subject matter and the prominance of the University staff involved in the project demanded that strict confidentiality be maintained in the use and analysis of the attitude index as well as the advisor-student rating scale. Testing materials were identified by a code which only the participant could interpret as their own. The code, however, could be and was used to match the pretest and post test

materials. Demographic information was also limited to sex and age only to further assure participants of anonymity. The concern was not only to avoid identification of individuals in the study for ethical reasons but also to avoid any appearance that any effort was being made to reveal the participant's identity. It was hoped that this would help to solicit candid responses to the questions they were asked to answer.

McLean and Loree (1977) found that in their survey of faculty's attitudes toward a Career Development Program at the University of Alabama, significant difference of response to questionnaires was obtained when professors were asked to identify the department of which they were associated. They concluded that faculty members need to remain anonymous and that this was possibly due to suspicion that the results may be used for other than stated purposes. For this reason demographic information in this study was kept to a minimum.

Testing sessions for the control and experimental groups were scheduled on the same days and same location with the groups being intermixed with the intention of maintaining similar testing conditions. The first post test, however, sustained problems in that a number of persons from both the experimental and control groups did not show for the testing sessions which necessitated individual followup testing. The second post test was structured in a different fashion hoping to control for this difficulty. However, out of necessity it required testing sessions to be scheduled under somewhat dissimilar conditions. The experimental group was tested at the second workshop following the training at the termination of the workshop, while the control group was scheduled for a testing period a few days prior to the date of the workshop. Due to extremely poor response, two subsequent days of testing were set for those who failed to show for the earlier established sessions. A concerted effort was made by the researcher to have all the participants tested. Numerous telephone calls, messages messages and personal contacts reminding and persuading these

individuals was required to finally complete the post test.

Workshop evaluations were developed by the investigator and administered at the end of each of the two workshop retreats. Heads of departments in the experimental groups were asked to candidly appraise the content, design and implementation of the workshops, including evaluation of the consultants. Participants were asked only to indicate whether they were male or female rather than state their name or department.

The Advisor-Student Rating Scale was provided to students in the parallel study during the winter and spring quarters of 1978 to rate department heads in the study on various perceived attitude and behavioral factors after conferring with them in an advising conference. Graduate students and faculty, acting as facilitators of the Career/Life Planning Workshops for these students, supervised the use of the instrument with members of their particular groups. Facilitators were asked to caution the students not to disclose the use of these rating scales at the time of the conference. They were instructed to complete the instrument following their meeting with the faculty member and return the instrument to the facilitator at the next group meeting. Confidentiality was stressed to insure anonymity of the students and the department heads.

Treatment

Faculty. Faculty "treatment" for those in the experimental group consisted of two workshop retreats. The first retreat (1½ days) took place January 5-6, 1978, at a resort in Fairmont Hot Springs, Montana. The second followup retreat was held June 1, 1978, for six hours at the Holiday Inn in Bozeman, Montana.

The overall objectives of the project dealing with heads of departments were as follows:

1. To reduce sex bias and stereotyping in heads of departments participating in the project,

2. To reduce unconscious sexist behavior of department heads in the advisory function, and

3. To increase exploration of non-traditional career options initiated by department heads during advisor-student conferences.

The first workshop was conducted by Dr. Rosabeth Moss Kantor, Yale professor, and her associate, Dr. Barry Stein. These individuals were carefully chosen by the research team for their outstanding credentials as consultants and academicians in this field (See Appendix G). Their vitas demonstrate a large number of publications and presentations pertinent to the subject to be explored at Montana State University.

It was felt that their credentials were needed in order to solicit the necessary interest, support and cooperation of the University administration, in particular those who would ultimately volunteer to participate in the project. The vitas of Drs. Kantor and Stein were distributed to all heads of departments and other administrative personnel at Montana State University at the time the initial letter was sent by President Tietz introducing the project. Response to the proposal was surprisingly favorable with approximately 50% of the target group responding affirmatively to the project.

The second workshop was conducted by Dr. Linda Brown, Affirmative Action and Personnel Officer at the University of Montana in Missoula, Montana. Fulfilling the objectives of the project, the design of this workshop expanded into new areas. Prior to this workshop, each participant was contacted to determine reactions to the first workshop and to obtain suggestions for context of this followup retreat.

Faculty Workshops

The training, which served as an intervention for this research project consisted of two workshop retreats. The first of these workshops took place January 5-6, 1978, at Fairmont Hot Springs, a popular resort area in southwestern Montana. The

workshop which was a total of 11 hours in length featured guest consultants, Dr. Rosabeth Moss Kantor and her associate, Dr. Barry Stein.

The retreat began at 8 p.m., Friday, January 5, with an introduction of the consultants followed by self-introductions by each of the participants. The consultants spoke briefly to the group about the modes of learning expected during the workshop. "Not only would participants learn from the consultants but also it was expected that experiential learning would take place--participants learning from one another."

Participants broke up into small groups of four of five members and discussed their wishes, expectations, questions and concerns about this workshop. The small groups selected a spokesperson who reported back to the entire group the basic content of their small group discussion.

The remaining time of this session which ended at 10 p.m. was devoted to a lecturette by Dr. Kantor on the subject of opportunity, power and relative numbers. Dr. Kantor discussed the organizational framework, entitled "Organization Renewal," which, according to Dr. Kantor, "seeks to increase people's competence, effectiveness and motivation, thereby expanding individual options." This systematic approach has been applied to business and industry which has confirmed the theory and demonstrated its significance.

The framework involves three key elements: opportunity, power, and relative numbers. Opportunity, in this case, is defined not merely as promotion but any mechanism providing growth, development, challenge, contribution to the organization, enhanced competence, recognition and influence.

Power means efficiency and access to resources, rather than authority or the power or organizational position. Power is simply the ability to get things done--to mobilize resources. People with little power tend to protect their territory and often become petty, domineering and rules-minded. The universal symbol of ineffectiveness is the petty bureaucrat who, in truth,

is a powerless person. Dr. Kantor pointed out that the powerless person can become more effective--hence more powerful--by gaining visibility and by doing the unusual. People with power are willing to share, support others and are more broadly involved. Powerful people are truly effective people.

Relative numbers apply to any situation where a societal group dominates substantially over another group, e.g., whites and blacks, men and women, etc. Dr. Kantor distinguished between these two groups by calling them "X's" and "O's." The people that are in the majority are more visible and on display, thus they feel more pressure to perform and conform. Those persons in majority become more aware of their similarities with each other and the dissimilarity with those in the minority group, making them more prone to stereotype the behavior of those in the minority. Dr. Kantor states, "The challenge for contemporary organizations involves simultaneously opening opportunities for the disadvantaged and also reducing the basis on mobility for the advantaged, substituting other rewards and values, and making them real through organizational design."

The distinctive feature of this framework is that it moves beyond merely individual strategies that seek to progress by changing, training, or selecting people. Instead, it indicates how the very structure of the organization can increase or decrease people's competence, effectiveness and motivation, thereby expanding almost everyone's options.

Following Dr. Kantor's lecturette on "Power," this first session ended at 10 p.m., allowing some time for participants to relax and enjoy the recreational facilities of the resort before retiring.

The Workshop resumed with Session II the following day at 9:00 a.m. A discussion of feelings, thoughts and concerns was

solicited by the consultants that may have been generated by the first session. It was found that Dr. Kantor's lecturette on "Power" had led to considerable informal discussion the night before in the lounge which lasted for a number of hours. The focus of the exchange dealt with "X's" and "O's," and with who was crazy--those who are "movers" in the organization or those who are "stuck." Several individuals, both males and females, indicated that indeed they felt they were "minorities" in MSU's organization.

The first exercise of the day involved small clusters of participants "brainstorming" on future projections of the world for male and female students 10 to 20 years from now. A report back to the larger group along with projections of the consultants produced the following ideas:

Future

Finite resources/ population increase
Change from intellect to experience values
Teaching different rewards, less consumption related
Rewards not automatically equal
No automatic differences between sexes
Jobs and careers on continuum--depends on individual
Less status difference between occupations
More conflict--scarce resources
Alternative modes for conflict resolution
Conflict especially among movers
Encourage more creativity, outside administration structure
More demand for power
Need for more adaptable people
Shorter careers; enter late and leave early
More leisure time
More service jobs, less production
More transactions/interactions
More power or more conflict

THE FUTURE I

No automatic advantages to men/women

Wives breadwinners as much as husbands

Wives' careers equally important/independent

More women in key social roles; men more dependent on powerful women

Men less able to depend on women/wives for "home" needs

Women equally assertive in relationships

Men to be confronted, disagreed, put down and denied by men

Rewards for more open/direct interaction

More women in sports, casual and professional

More public interest in women's sports, TV contests, rewards

Many more businesses owned/operated by women

Women will need training (will be managers) in engineering, business, finance, etc.

Less likely to have children

Men--fewer ulcers, hypertension, etc.

Women--more ulcers, hypertension, etc.

More routine collaboration between men and women, business/share work

More family businesses/share work

Women will work for 20 years+ in careers

FUTURE II

Perhaps les s automation

Increases specialization and less ease of

Continued gap between men and women wages

Increased passive and active forms of leisure

Training in leisure

Increased crisis of American life styles

Decline of Western values; literacy, family

Increase towards anarchy/conflict

Survival crisis

Need for flexible/generalists

Trained appreciation for quality of life

Consideration of "options for perfect society"

More participation/power flatter

Need for more trained communication and respect

More tension management

FUTURE III

Increased unemployment

More lock-step advancement

No "discrimination" positions

Seniority principles

Male faculty more comfortable advising female students behind closed doors

More sex-balanced groups, etc.

More freedom, more education, more grass roots

More hard-nosed women, leaders, and static

FUTURE IV

More universal day/child care facilities

More women handling money, repairing cars, doing technical tasks, etc.

More formal benefits for housework

Careers in paid "home care"

Men will live longer; women less long

More routine participation of men in acts, music, dances, etc.

Good chance President will be a woman

Much more work flexibility

More leisure time

Few men's/women's clubs

More routine time off from work for education, career shifts, renewal

More books, movies, TV with women heroes

More routine competition for jobs

No more "marriage tax"

More men will be "wives

Session II ended at 10:15 a.m., allowing participants and consultants a break from the Workshop activities. It resumed at 10:45 a.m. with males and females groups together to obtain questions for the other sex. The following items were obtained by the groups.

Women's Questions to Men

1. Are any men in this group contemplating changing their roles? If so, with what effect on themselves and families?
2. In what ways do men feel they are stereotypes?
3. What is feminine?
4. What is masculine?
5. Do you see these as positive or negative?
6. Which ones of these would you like for yourself?
7. How has your image around women been formed (i.e., books, own mother, advertising)?
8. How would you feel about having a female Dept. Head? Dean? Vice-President of Academic Affairs?
9. How did you get your position? (network, etc.)
10. How do you feel about a male secretary?
11. How do you feel about a female protege'?
12. Can men and women work together without sex being an issue?
13. Do you feel like you must play male-female games before we can work effectively together?
14. Can we show affection without it being interpreted as a sexual come-on?
15. How do you view those of us here now?
16. What kinds of behaviors do you find threatening?
17. When are you uncomfortable within your male groups?
18. What sexist behaviors have you seen exhibited in this group?
19. Do you value women's opinions and how do you show you do?
20. What goes on behind the blank stares?
21. When women enter men's traditional realms, is the resistance fear or incompetence or fear of competence?
22. What behaviors have you observed in yourself and others that make women feel excluded in a group?
23. How would you react if your wife wanted to take a job to further her concern and it was away from home? What reactions? Fears?

24. What behaviors and behavioral differences do you observe in yourself and others working with female vs. male students?

25. Would you hire a female professional if she were as good as male candidates or would she have to be better?

Men's Questions for Women

1. Do women really believe that men's lot is better in jobs, society, etc.?
2. Do women feel they are more sensitive than men and do they need to adjust this sensitivity if the woman is in a leadership position?
3. Who is to blame for the current inequalities in status?
4. Why do more men than women favor ERA?
5. Do the women who are here feel job discrimination personally and could they describe the feelings?
6. Are women conscious of sexuality when they are working on a one-to-one basis?
7. Do women ever consider that taking over men's roles may be a mistake (as opposed to creating new roles)?
8. How are women coping with the added anxiety of more responsibility and opportunity?
9. Is greater role independence producing greater sexual aggressions or greater sexual self-sufficiency?
10. Do women feel it would be good to reproduce by cloning and eliminate sexual activity?
11. Assuming a conflict between a shorter career and professional advancement, how would you believe your professional potential?
12. How do women interpret the phenomenon of women's fascination with soap operas?
13. How do women interpret the phenomenon of men watching sports on TV?
14. Who are your role models on the media?
15. Does group morale improve when women are incorporated into decision making processes?
16. Is my money ours and your money yours?
17. If you were my wife, would you wonder what I was doing at "FHS"?
18. How do you feel about justice of "Q" system?
19. Are there any jobs which are inherently masculine or feminine? Example?
20. To what extent should informal meeting sites (e.g., locker rooms) be integrated?

21. Who would you rather work for--a "sexist" or a "liberated" person?

22. Should women be involved in military combat roles?

Rosabeth Moss Kantor followed this activity with a presentation in differenced in male and female modes of communication. The following were cited as interaction and communication patterns as a part of our society's male and female stereotypes:

Men	Women
Talk	Listen
Make statements	Ask questions
Have the answers	Seek the answers
Initiate	Respond
Solve problems ("dragon slaying")	Present problems
Control feelings	Express feelings
Expect to be "understood," to have wishes known and met	Observe, be understanding, anticipate wishes, needs

This session ended at 12:30 p.m., following an interview activity, with males asking questions of females that the all-male group had earlier formulated. The small groups of males and females attempted to utilize the mode of communication of the opposite sex during this exercise.

Following a lunch break, the large group again met at 1:30 p.m. The exercise previously done before the break was again attempted, but this time the females asked the questions to the males. Information obtained from these interviews were shared within the large group with subsequent discussions.

The final session of this workshop began at 3:00 p.m. with questions posed to the consultants. Dr. Stein followed with remarks concerning institutional and individual discrimination. To facilitate the incorporation of "new learning" back into the institution, a role play activity was formulated and acted out. Discussion of this exercise and final remarks were made by the consultants and the participants regarding this workshop.

At 4:45 p.m., a written evaluation of the workshop was given to the participants and final testing was administered. The workshop ended at 5:00 p.m.

The second Workshop retreat took place in May, 1978, in Bozeman, Montana, at the Holiday Inn. The consultant for this workshop was Dr. Lynda Brown, Equal Opportunity Officer for the University of Montana, Missoula, Montana.

The workshop began at 3:15 p.m. with an introduction of Dr. Brown and a subsequent introduction of the participants. The purposes of the workshop were stated as: (1) to continue examining personal attitudes about male and female roles, (2) to examine these attitudes in terms of their impact on campus leadership roles, and (3) to examine roles of the participants as teachers and advisors.

At the onset of the workshop, Brown discussed with the group the need for confidentiality. It was believed that this was particularly significant for this group since Dr. Brown was from another state institution of higher education in Montana and that the participants were themselves representatives from various departments of MSU. Due to the subject matter of the workshops, inquiry from colleagues could be expected. To insure privacy, participants were cautioned to tailor their responses appropriately.

At 3:30 p.m., the first exercise for the group was undertaken. Participants were asked to make a mental list of what comes to mind when they ask themselves the following questions:

Women: Sometimes I wish I were a man because . . . .
I'm glad I am a woman because . . . .

Men: Sometimes I wish I were a woman because . . . .
I'm glad I am a man because . . . .

Participants were further asked to jot down these ideas and share them with other participants in groups of four.

A second exercise involved looking at the process by which the participants ultimately made their career choice. They were

asked to examine who and what factors influenced their decision. The second part of the exercise required that each individual fantasize what their careers may have been had they been a member of the opposite sex. These thoughts were shared with other participants in small groups.

A third exercise was directed at the participants' roles as advisors and teachers and dealt with their contacts with students. The first situation was described below. Faculty were asked "What would you say and do?" Participants were asked to examine their role as an advisor to this student and discuss their thoughts with others in their small groups.

> A sophomore woman comes in to see you. She's been planning to be a veterinarian, doing very well in both natural and physical sciences. She tells you she's just become engaged to a promising young musician. She thinks she should switch to nursing so she can support herself and her fiancee sooner so he has time to compose. She can also be more mobile and follow him wherever he needs to go. Her interest tests support her desire to be in veterinary medicine. But her nursing scores and those for other social occupations are low.

The second situation is described below with accompanying questions:

> You've come to your office today and are checking today's appointment calendar. You notice at 10 a.m. Terry Jones is coming to see you. Your secretary informs you that Terry wants to discuss an academic problem.
>
> It is 10 a.m. Terry is there to see.
>
> 1. Do you anticipate a male or female student? Why one rather than the other?
> 2. Is the door open or closed?
> 3. How do you sit? Where do you sit? Where is Terry?
> 4. How do you begin?

If the situation is altered to include that Terry wanted to report a case of sexual harrassment by a professor, the question was asked, "Would you expect this to be a male or female student?" Why?

The consultant asked participants to again move into small

groups and discuss their answers to these questions. They were also asked to think and discuss how in their work with students they may treat males and females differently, e.g., closing the door, the language they use, eye contact, and so forth.

The next activity stressed participants' roles as administrators. They were asked to consider the Job Sharing Proposal and to respond to the following questions.

Job-Sharing Proposal

John Anderson and Sara Stephens are employed as laboratory technicians in the Wood Chemistry laboratory at Western State University. Both are competent and reliable employees with many years of service in their present jobs. In recent months each has run into personal problems.

John is part-owner of a pizza parlor and, because of difficulty getting competent help, he has had to work at the pizza parlor every night and on Saturdays and Sundays, too. The business is quite profitable, and he is counting on it as a source of income when he retires from the University.

Sara, a widow, has an overload problem of a different sort. She has a mentally-ill son in his early twenties. Until recently, the son worked at sheltered workshop five days a week. Recently, however, his psychiatrist advised Sara that her son should be cut back to three days at the workshop because the pressure of going to work five days a week was more than the son could take. For the last three weeks Sara has been staying at home with her son on Tuesdays and Thursdays and coming in at night and on the weekend to keep up with her work.

John and Sara have begun to think about cutting back to half-time work. Although there are no part-time jobs in the lab, they reason that they could both share John's job and a new person could be hired to take Sara's job. According to their plan, John would work Tuesdays and Thursday, Sara would work Mondays and Wednesdays, and they would alternate working on Fridays. There is nothing about the job itself that would make this arrangement difficult.

Sara and John have submitted to their department head a formal proposal to split the job in this manner. Their supervisor has brought it to the attention of the personnel manager for advice.

Questions for Discussion

1. Assuming that John and Sara could handle the job satisfactorily, would there be any other problems with this job-sharing arrangement? How might these be dealt with?
2. What are the possibilities for doing this sort of thing on your own campus? What are the advantages, costs and stumbling blocks?
3. Do you think job sharing should be encouraged or discouraged? Why?
4. What do you think of the idea of having job-sharing pools on a larger scale, organized to permit husbands and wives to work half-time and share the household and child-care duties?

A general sharing took place when consultant Dr. Brown posed the questions, "How many of you think it would work?" "Why or why not?"

The consultant posed more questions to the group for them to think about and discuss over dinner.

"Students come to college as girls but fail to leave as women. Do you agree or disagree?"

"Students come to college as boys but fail to leave as men. Yes or no?"

The answers are not both yes nor both no. Why is there a difference?

How do you see your role in altering either statement? Discuss your responsibilities to students and to others on campus.

At 6:00 p.m. the group broke for dinner. The workshop resumed activities at 7:00 p.m. with the following exercise.

Participants were asked to imagine that they were responsible for developing a program to change sex role attitudes among the MSU staff. In small groups they were asked to develop a flexible strategy with clear and measurable outcomes for effecting change in the next year. In the larger group, notes were synthesized to develop master strategies.

At 9:30 p.m. a written evaluation of the workshop was given to participants and final testing was administered. The workshop ended at 10:00 p.m. with sincere thanks to all involved.

Students

In addition to the forty-nine administrative faculty, 146 students were also involved in the study.

The study utilized the Randomized Solomon Four Group Design which allowed for examination of the effects of the pre-test on the student subjects as well as the effects of the intervention--the career/life planning workshops.

In this design, two unpretested groups (3 and 4) are added to a two-group design. As the student subjects were randomly assigned to the four groups, it is possible to assume that the pretest scores for 3 and 4 would be similar to the pretest scores of groups 1 and 2. Since groups 3 and 4 were not pretested, there was no interaction between the treatment and the effects of the pretest reflected in the post-test scores. Thus with this design, it is possible to examine the effects of the pretest on the student subjects when compared with the groups not receiving the pretest.

The number of students were in each group as follows:

Groups	Subjects	Pretest	Treatment	Post-test
1	40	X	X	X
2	26	X		X
3	34		X	X
4	46			X

Students recruited for this study came through the Department of General Studies. In early fall, a letter was drafted by the Project Director and Director of General Studies and sent to all General Studies students. This letter stated all General Studies students were to come to one of various meetings to hear and discuss important issues related to career choice. Five meetings were held at various times and places throughout the week. Students were told about the project and asked to volunteer if they wished

to participate. Most students volunteered during these sessions.

Other students were also solicited by placing leaflets in all student mailboxes; meetings were also held with resident hall advisors informing about the nature of the programs as well as its scope and benefits. Some R.A.'s personally handed out leaflets, while others spoke about the program during "hall" meetings. In addition, tables with handouts were set up in the dormitories and the Student Union at the beginning of each quarter. Too, every faculty received flyers each quarter informing them about the project so that they could refer students to the program.

Articles were also placed in the school and local newspapers.

All volunteers were then assigned to the various groups. Students were then sent notices informing them of the specific time and place of their group meetings. Students who were in groups 3 and 4 were informed that they could participate in the sessions during the spring quarter--after the post-testing had occurred. This enabled us to carry out the research in a professional manner, yet service students' needs. Some additions, deletions, and substitutions were made as some students had schedule conflicts, some dropped from the program, some withdrew from school, and others transferred to curriculums of their choice.

As stated previously, the Attitude Towards Women Scale was administered to groups 1 and 2 at the initial session of the Career/Life Planning Workshops for those participants in group 1; group 2 participants took the test in either the Office of Student Affairs or in the General Studies Office. Post-tests were administered in the same manner--students participating in the career/life planning sessions took them during their final session (sixth session); others took them in the forementioned two offices. Workshop evaluations were also completed by the students during the last session (VI) of the workshop.

Facilitator Training

Each quarter, announcements were sent to all faculty, as well as graduate students in counseling and psychology, and placed in the Staff Bulletin, requesting faculty volunteers for facilitators of the small career/life planning groups. There was no pay involved; instead the offer was made to increase one's advising and career development skills.

Facilitator training was accomplished in two ways. During the fall and winter quarters, the facilitators participated in a two-day (weekend) training (Saturday and Sunday, 9-5) in which they actually "went through" the design, just as the students would do. However, after each exercise, considerable time was spent in "how" to process or discuss the material brought out by the participants. In spring quarter, we moved to one three-hour session for six weeks.

In addition to the "formal" training, facilitators met briefly after each session to "clinic" regarding how their group went that night. Further discussions usually followed during informal sessions after the "clinicing."

Career/Life Planning Workshops for the Individual Student

Six three-hour workshops were held each quarter, that is, each workshop series was eighteen hours in length. Each session had a particular focus. For example, Session One dealt mainly with building trust within the small groups of 3-4 students and their faculty facilitator. Sessions Two and Three focused on self-assessment --more specifically, assisting students in clarifying their values, interests and skills. Session Four stressed the effects of sex role stereotyping and aided students in becoming more aware of their own biases and how these have affected themselves. In Session Five, people from the world of work spoke to the students in small groups. These people were selected from career fields students listed in their small groups. Students were encouraged to ask questions

regarding life styles, opportunities, daily activities, skills required, etc. Session Six was a "roundup" of the first five sessions summarizing ideas and assisting students in verbalizing their ideas around career choice and themselves. Students were requested to list their next career steps, being as specific as possible. For example, specific people they could see and would have to take into account as well as specific resources on campus students should utilize. Workshop evaluation forms were completed at this time.

Instrumentation

The Attitude Toward Women Scale (AWS) was chosen for use in this research partly because of its wide usage in a number of recently conducted studies and, of course, because of the focus of the instrument. Other tests available were examined but none found that appeared to adequately measure attitudes toward women in contemporary society as the AWS.

Development of the Attitude Toward Women Scale (AWS) was undertaken by Janet T. Spence and Robert Helmreich in 1972 after they had conducted a search of the literature and found no measurement instruments available to adequately measure subjects' attitudes toward the proper roles of women in today's society. One potential instrument, the Kirkpatrick Belief-Pattern Scale for Measuring Attitudes Toward Feminism (1936), was found, however it had several disadvantages, the most conspicuous being the outdated nature of many of the questions in content and phraseology. Spence and Helmreich however did utilize the pool of items in the Kirkpatrick test to function as a starting point for the development of a new instrument.

A number of revisions took place before Spence and Helmreich settled on the present scale. In the initial form, a number of items were adapted from the several forms developed by Kirkpatrick and a number of new items were added. Spence and Helmreich attempted to include items describing roles and patterns of conduct

in major areas of activity in which women and men were, in principle, capable of being granted equal rights.

In subsequent versions, statistical analysis led to the elimination of some items, some of the retained items being rewritten, and the introduction of additional items.

In 1970-71, a version containing 78 items was given to 1,000 men and women in introductory psychology at the University of Texas at Austin. These data were subject to various statistical analysis performed for each sex separately, which included factor analysis and item analysis. In the latter, the subjects were divided into quantities on the basis of their total scores and the frequency distribution of the responses of each of the resulting subgroups to each item were determined and compared. After inspection of these results, Spence and Helmreich dropped 23 items. This number included all items which failed to discriminate among the subgroups in the item analysis. Other items were omitted because of redundancy in content. In these instances, the single item which was most satisfactory on statistical grounds was retained. Still other items were dropped because of their failure to appear on any factor for either sex in a factor analysis. However, some items which did not meet the later criterion but which were judged to be psychologically interesting were retained; this resulted in the 55-item format of the Attitude Toward Women Scale (AWS). Each item of the scale contains a declarative statement for which there are four response alternatives: Agree strongly, Agree mildly, Disagree mildly, Disagree strongly. Each item is given a score from 0 to 3 with 0 being the most traditional, conservative attitude and 3 the most liberal attitude. Since the statement contained in some of the items is conservative in content and in others is liberal, the specific alternative (Agree strongly or Disagree strongly) given a 0 score varies from item to item. Each subject's score is obtained by summing the values for the individual items, the range of possible scores thus going from 0 to 165.

The 55 items on the AWS are categorized into six groups according to content. The categories and the number of items in each are as follows: (1) Vocational, educational, and intellectual roles (N=17); (2) Freedom and independence (N=4); (3) Dating, courtship, and etiquette (N=7); (4) Drinking, swearing and dirty jokes (N=3); (5) Sexual behavior (N=7); and (6) Marital relationships and obligations (N=17) (Spence, Helmreich and Stapp, 1973).

The data from the student groups were subjected to an image analysis. Image analysis was chosen to eliminate the variation unique to individual items. The data for the men and women in the fall semester were analyzed first, and then for cross-validation, the data from the spring semester samples. Factor loadings for each item were determined through this analysis (See Appendix

Research using the present form of the Attitude Toward Women Scale (AWS) has been somewhat extensive. Survey of the literature by this investigator reveals the following studies using the 55-item scale of the AWS.

The Attitude Toward Women Scale was given to 420 men and 529 women in several classes in introductory psychology at the University of Texas at Austin during the fall semester of 1971, and to 293 men and 239 women in several classes during the spring semester of 1972. It was found by Spence and Helmreich that the distributions for the two semesters were similar, particularly for women. They surmised that the stability of the distributions indicate indirectly reliability of the instrument.

It was observed by Spence and Helmreich after examining group frequency distributions that they exhibit a slight positive skew towards the liberal end of the scale. The mean for men was found to be lower (more traditional) than that for women. This discrepency is highly significant ($p < .001$) but when the variability within each distribution is considered, the absolute magnitude of the mean differences between the sexes is less impressive than the amount of overlap.

The means of men and women on individual items were also compared by means of t-tests. Significant differences ($p < .05$)

between the sexes were found on 47 of the 55 items. The women were not uniformly more liberal in their attitudes, however. On 8 items, three relating to sexual behavior, four relating to dating and courtship behavior, and one item which described women's rights to alimony, the women were more reluctant than men to endorse parity between the sexes and thus could be considered more traditional in their views than men.

It was expected by Spence and Helmreich that generational difference in AWS scores might be expected. Therefore, parents of the students in the second sample were solicited to take the Attitude Toward Women Scale. Of those receiving the AWS forms, 292 were considered usable for the mothers (78.3%) and 232 or 55.2% for the fathers. Responses from mothers and fathers were obtained from areas throughout the United States. It was found just as in the female-male comparisons of the student samples, the mean score of the mothers were higher than that of the fathers. However, the differences, although significant ($p < .01$) was less than that found in the younger group. Comparisons were also made of the mothers' and fathers' responses to individual items by means of *t*-tests. Of the thirty significant differences, the sample of mothers was more conservative on seven items. They agreed more than men that intoxication and off-color jokes were less acceptable in women, that the initiative in dating and in proposing should come from men, that unmarried women should be more restrained in sexual behavior and that most women need the protection and support that men have traditionally given them.

Spence and Helmreich in studying the total samples of parents and students or subsamples of parents and their same-sexed children found that the scores of the older group tend to be lower (more conservative than those of the students). In each case, the *t* comparing the means had $p < .05$. In both generations, the mean score for women was higher (more liberal) than that for men but the differences between the sexes was more marked in the student groups. The daughters were more liberal in comparison to the

mothers and sons in comparisons to the fathers.

Further studies using the Attitude Toward Women Scale (AWS) found pertinent to this investigator's research are described below.

In the Lunneborg study (1974), an effort was made to provide additional validated evidence for Spence and Helmreich's Attitude Toward Women Scale. It was the researcher's intent to provide a standardized psychometrically sound instrument to be used in emperical studies on the psychology of sex differences and in conjunction with academic programs in women's studies with which psychologists are becoming more involved. This test was administered to a new sophomore level class entitled "Psychology of Sex Differences" (Spring 1973) at the University of Washington. Eighty-three (83) students volunteered for the pre-test; seventy-four (74) retook the test. The Lunneborg findings revealed that the scale was sensitive to changes in attitudes even when subjects initially demonstrate a very high level of liberalism.

The normative mean for the University of Texas men was reported by Spence and Helmreich as 89.3 (SD 22.4, N=712) which compared with a mean for Washington men before the course of 121.4 (SD 21.2, N=27) and after the course of 129.0 (SD 16.3, N=19). Similarly, among college women at the University of Texas the mean was 98.2 (SD 23.2, N=768) while at Washington before the course, their mean was 131.3 (SD 18.5, N=56) and after it, 135.9 (SD 16.8, N=55). Obviously, these north-south mean differences for both men and women were significant while tests of differences in variance were not. Secondly, just as Spence and Helmreich found at Texas, males in Washington were significantly ($p < .05$) less liberal than females before the women's studies course. After the course the difference disappeared.

Within each sex, t-test for correlated observations indicated that the women's mean was significantly higher ($p < .05$) after the course, but that the men's mean afterward had not risen significantly. This latter lack of significance was attributed to the

fact that only eighteen (18) men agreed to be retested, which subgroup had a higher mean than did the total group of men who took the test on the first occasion. The author surmised that resistance to retesting was higher among the less liberal men for whom the course content may have produced considerable dissonance.

According to the author, this scale demonstrated its utility as an assessment device for psychology courses in women's studies programs. It also was found in this study that the scale is sensitive to changes in attitudes of subjects with an initially high level of liberalism.

The Williams and King (1976) study at California State University--Chico examined the attitude of women students in different curriculums. Seventy-four (74) junior and senior female students were tested by the Attitude Toward Women Scale. It was found that women majoring in male-dominated, vocationally-oriented fields have more liberal sex role attitudes than women majoring in other fields (Vocational Guidance Quarterly, September 1975, Vol. 24, pp. 48-53).

Bowman and Nickerson (1975) utilized the Attitude Toward Woman Scale Alternate Forms to examine the affects of a short intervention training (1½ hour workshop) on changing attitudes toward women of thirty-four (34) counselors at Boston University. The results showed that counselors' attitudes became significantly more liberalized after the workshop and that these changes were retained at the time of followup one month later.

The AWS's use with graduate students, parents and counselors provides an indication of possible suitability for a group such as heads of departments at Montana State University. Due to the nature of the items included in the AWS, one wondered if the instrument in itself is a treatment.

Advisor-Student Rating Scale

The development of an Advisor-Student Rating Scale was undertaken by this investigator after a search of the literature revealed a scarcity of suitable measurement instruments available to examine faculty behavior in the advising situation. Questions concerning verbal responses, non-verbal behavior and students' perceptions were compiled from the literature and from a brainstorming session of the research team (See Appendix H). The research team was comprised of the Project Director, a research advisor and a student investigator. Items were selected from this large pool of questions according to what seemed to best ascertain differences in behaviors as a result of conscious and unconscious sex bias. After selection of the items under the forementioned criteria, further elimination of items occurred due to redundancy in content. The choice of these items was preliminary in nature and it was assumed that thorough examination must be made before concluding that they do, in fact, distinguish such behavior.

It was determined that this rating scale would be designed and used as an exploratory instrument for this study.

The rating scale at this stage underwent further scrutiny by two additional experts in the field outside the project's research team. They included the Dean and an assistant professor from the College of Education. Again elimination and alteration of items resulted. New items were added that seemed appropriate. The instrument remained a preliminary measurement device in nature and it was felt that it should be limited to a process of "looking for patterns" in its use with subjects in this study. Therefore, at the onset, no specific anticipated outcome was determined.

The final version of the Advisor-Student Rating Scale contains 38 items including an optional comment section. The format of the Advisor-Student Rating Scale includes short answer, yes and no questions, and items whereby the student may select one of four response alternatives in a Likert-like rating scale. Most of the questions fall in this last category. The responses for these questions from which students were asked to select one included: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Demographic information requested included the student's name, age, sex, curriculum, and the name and sex of the faculty member.

The Advisor-Student Rating Scale was presented in rough form to students in the parallel study during the winter quarter 1977-1978 to rate faculty members on various factors after conferring with them in an advising conference. The students were also asked to critically examine the rating scale itself in order to improve its content. Following the use of Rating Scale, students offered suggestions to the researcher which were later incorporated into the final revision. Comparisons of the results of the rating scale were also made of various combinations of male/female faculty to male/female students to ascertain possible trends.

The revised Advisor-Student Rating Scale was employed the spring quarter 1978 again with the students participating in the parallel study from the Career/Life Planning Workshop Series. The instructions were to choose and interview two faculty members of their choice from two lists of experimental and control subjects designated by the letters A or B. Upon completion of the interview, the students were asked to fill out the rating form and return it to their group leaders at the next week's group meeting. The researcher explained to all the students the need and purpose of the instrument, how it was to be used and the confidentiality required They were cautioned not to disclose the use or content of the rating scale to avoid contamination of the results. Students were assured of confidentiality in the use of the rating

scale. They were also advised that if they preferred additional anonymity, they need only designate their sex and the sex of the faculty member, eliminating the use of names. Control and experimental group designation in this case would come from students identifying the list from which they selected the faculty member, either an A or B. The two lists were marked A or B, avoiding unnecessary disclosure to the students of the groups to which the faculty members were assigned. Other directions such as how to set up interviews were to be discussed in the small groups.

Although this rating scale was developed for research purposes, the interviews were also developed for the students' benefit. Exploration of various curriculums/careers, learning the process of inquiry and development of interview techniques were encouraged. Students were prompted to use this experience to their best advantage.

Upon receiving the completed Advisor-Student Rating Scale forms from students in the winter quarter Career/Life Planning Workshop Series, additional feedback was solicited from students and group leaders.

The Advisor-Student Rating Scale obtained during winter and spring quarters (1977-78) were as follows.

Winter quarter. Eleven rating scales for the experimental group, 13 for the control troup. A total of 24 received.

Spring quarter. Twenty-one (21) rating scales for the experimental group, 17 for the control group. A total of 39 received. One was eliminated due to a lack of designation of control or experimental group on the form.

The total for both quarters were 23 Advisor-Student Rating Scales for the experimental group and 30 for the control group.

Chapter 3

RESULTS

Student Data

As stated previously, the students were randomly assigned to one of four groups which were differentiated by the assignment of pretest and the experimental treatment. Table 1 demonstrates the design.

Table 1. Group Structure

	Pretest	Treatment	Post-test
Group I	X	X	X
Group II			X
Group III		X	X
Group IV			X

This design was used to determine if the pretest had a significant effect on the subjects; in other words, is the pretest a treatment in and of itself?

An important finding is that the Attitude Towards Women Scale (AWS) had no significant pretest effect on Groups I and II.

Table 2 shows the pretest and post-test averages for all four groups.

Table 2. Pretest and Post-test Averages for Relevant Groups

	Pretest	Post-test
Group I	170.02	171.35
Group II	161.65	159.81
Group III		170.38
Group IV		170.02

Average pretest for Groups I and II: Mean = 166.73; Standard deviation = 16.56.

As we can see, the differences between Groups I and II pretest and post-test was not significant.

In Table 3, we note the contributions of male and female students change in Groups I and II combined. Note here that male student means are considerably, but not statistically, significantly higher than the means of the female students. Again the differences, by sex, between pretest and post-test were not significant.

Table 3. Contributions of Male and Female Student Respondents' Changes in Groups I and II Combined

	Males (42)			Females (23)		
	Pretest	Post-test	Diff.	Pretest	Post-test	Diff.
Mean	172.00	170.71	-1.29	157.65	159.70	2.04
Std. Dev.	16.12	17.92	9.80	13.95	14.26	8.06
Std. Error	2.49	2.76	1.51	2.91	2.97	1.68

Obviously, what little changes did occur were dependent upon sex. Not only did males begin at a higher level with an overall decline, but females began at a lower level and exhibited a slight increase in tolerance. In other words, female students demonstrated the most gain via the treatments presented.

The data presented below indicate directly the role sex plays for each group which received pretests.

Table 4. Statistics on Pretests and Pretest to Post-test Differences by Group and Sex

	Group I				Group II			
	Male		Female		Male		Female	
	Pretest	Diff.	Pretest	Diff.	Pretest	Diff.	Pretest	Diff.
Average	176.12	-.58	160.23	2.00	165.31	-2.44	154.30	2.10
Std. Error	3.00	2.15	4.02	2.39	3.89	1.92	4.16	2.45
N	26	26	13	13	16	16	10	10

For each group, females recorded a positive change and recorded lower values on the criterion variable at the start of the experiment. Males declined in both groups, with a slightly larger decline observed in the control group (Group II). In addition, there were no significant differences between men and women before the treatment.

Table 5 indicates averages for each subscale of the AMS by group. The subscales are as follows:

Subscale 1: vocational, educational, and intellectual roles.

Subscale 2: freedom and independence.

Subscale 3: dating, courtship and etiquette.

Subscale 4: drinking, swearing and dirty jokes.

Subscale 5: sexual behavior.

Subscale 6: marital relationships and obligations.

Table 5. Averages for Each Subscale by Group.

	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Group I						
Pretest	58.23	11.25	18.52	9.22	16.52	56.27
Post-test	58.82	11.25	18.38	8.80	17.25	56.85
Group II						
Pretest	56.54	11.08	16.81	8.73	15.15	53.35
Post-test	55.92	10.88	16.12	7.69	15.62	53.58
Group III						
Post-test	58.32	11.51	18.59	8.81	16.54	56.59
Group IV						
Post-test	58.62	11.68	18.30	9.00	16.34	56.09

As one can see, there were only minimal differences between pre- and post-test on any subscale. Although there were some variances between pre- and post-test, no statistically significant changes can be reported for differences in the treatment effects between the groups.

Faculty Data

Table 6. Summary of Faculty Results, Pretest to Post-test II

	Group I (Control)			Group II (Experimental)		
	$\bar{X}$ (Mean)	S.D.	N	$\bar{X}$ (Mean)	S.D.	N
Pretest	182.00	22.35	22	181.67	21.3	24
Post-test	184.27	18.35	22	17.1	22.51	24
Ind. Diff.	.043	.30	22	-.120	.294	24

There were no significant differences between groups. Neither group differed from zero. Note the similar pretest means in both groups,

indicating that before treatment, the experimental and control groups were indeed similar. Both means are quite high, however, not leaving a great deal of room for change in a more liberal direction.

As one will note from the tables below, the control group's scores decreased slightly on Post-test I, but they rose slightly on Post-test II. With regards to the experimental group, they almost stayed the same after the workshop but then declined after Workshop II. In summary, there were no significant results between the pretests and both post-tests as summarized below.

Table 7. Summary Results--Pretest, Post-tests I and II

	Group I (Control			Group II (Experimental)		
	$\bar{X}$ (Mean)	Std. Error	N	$\bar{X}$ (Mean)	Std. Error	N
Pretest	182.00	4.77	22	181.67	4.34	24
Post-test I	179.73	5.14	22	181.71	4.25	24
Post-test II	184.27	3.91	22	175.29	4.21	24

The following tables provide data with regards to the differences between the Pretest and Post-tests I and II.

Table 8. Control Group Differences Between Pre- and Post-tests I and II

	Post-test I-Pretest	Post-test II-Post-test I	Post-test II-Pretest
Mean	-2.27	4.55	2.27
Std. Error	1.79	2.93	3.49

Table 9. Experimental Group, Differences Between Pre- and Post-tests I and II

	Post-test I-Pretest	Post-test II-Post-test I	Post-test II-Pretest
Mean	.042	-6.42	-6.38
Std. Error	1.78	3.13	3.29

Further analysis revealed that there were no significant differences between the subscales of the AWS or any noteworthy male-female differences. The small numbers in each group made further male-female comparisons impossible.

Advisor Rating Scale

The compiled data presented here will have further discussion on particular items in the Discussion and Conclusions section of this text.

Advisor Rating Scale Data Compilation

Item 1: Student's Age Category

	17-19 1		20-24 2		25-29 3		30-35 4		36 & above 5	
	N	%	N	%	N	%	N	%	N	%
Experimental	15	46.9	13	40.6	3	9.4	1	3.1	0	0
Control	15	50.0	10	33.3	4	13.3	1	3.3	0	0

Item 2: Student's Sex

	Male 1		Female 2	
	N	%	N	%
Experimental	16	50.0	16	50.0
Control	11	36.7	19	63.3

Item 3: Student's Curriculum Category

	General Studies 1		Humanities 2		Sciences 3		Professional 4		Other 5	
	N	%	N	%	N	%	N	%	N	%
Experimental	15	46.9	1	3.1	11	34.4	5	15.6	0	0
Control	9	30.0	2	6.7	10	33.3	9	30.0	0	0

Item 4: Faculty Member's Sex

	Male 1		Female 2	
	N	%	N	%
Experimental	27	84.4	5	15.6
Control	28	93.3	2	6.7

Item 5: Control or Experimental Group

	Control 1		Experimental 2		No Response 3	
	N	%	N	%	N	%
Experimental	0	0	32	100	0	0
Control	28	93.3	1	3.3	1	3.3

Item 6: Quarter

	Spring Quarter 1		Winter Quarter 2	
	N	%	N	%
Experimental	21	65.6	11	34.4
Control	17	56.7	13	43.3

Item 7: It was easy to see this faculty member.

	Strongly Agree 1		Agree 1		Disagree 2		Strongly Disagree 3		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	16	50.0	10	31.3	3	9.4	3	9.4	0	0
Control	21	70.0	9	30.0	0	0	0	0	0	0

Item 8: The faculty member kept his/her appointment (when made in advance).

	Yes 1		No 2		No Response	
	N	%	N	%	N	%
Experimental	30	93.8	0	0	2	6.3
Control	29	96.7	1	3.3	0	0

Item 9: The faculty member was prompt for our meeting.

	Yes 1		No 2		No Response	
	N	%	N	%	N	%
Experimental	27	84.4	3	9.4	2	6.3
Control	24	80.0	5	16.7	1	3.3

Item 10: I talked to the faculty member _____ minutes.

Categories of minutes spent in session:

	Under 15 min. 1		15-29 min. 2		30-44 min. 3		45-59 min. 4		60 & above 5	
	N	%	N	%	N	%	N	%	N	%
Experimental	4	12.5	14	43.8	10	31.3	2	6.3	2	6.3
Control	5	16.7	13	43.3	6	20.0	2	6.7	4	13.3

Item 11: I spoke to the faculty member ___% of the time. The faculty member spoke to me ___% of the time during our meeting (should equal 100%).

	1%-14% 1		15%-24% 2		25%-49% 3		50%-74% 4		75%-100% 5	
	N	%	N	%	N	%	N	%	N	%
Experimental	1	3.1	3	9.4	15	46.9	11	34.4	2	6.3
Control	3	10.0	4	13.3	11	36.7	9	30.0	3	10.0

Item 12: The faculty member made a remark or remarks which made me feel as if he/she were doing he a favor in seeing me.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	3	9.4	2	6.3	13	40.6	12	37.5	2	6.3
Control	0	0	3	10.0	8	26.7	18	60.0	1	3.3

Item 13: The faculty member did <u>not</u> put down what he/she was doing when I came in and turn his/her attention to me completely.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	2	6.3	3	9.4	8	25.0	18	56.3	1	3.1
Control	2	6.7	3	10.0	3	10.0	21	70.0	1	3.3

Item 14: The faculty member acted cold and distant and paid little attention to what I was saying.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	1	3.1	8	25.0	22	68.8	1	3.1
Control	0	0	0	0	8	26.7	21	70.0	1	3.3

Item 15: The faculty member made me feel as if I was wasting his/her time. He/she fiddled with their pen, shuffled papers and doodled during the interview.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	1	3.1	1	3.1	11	34.4	18	56.3	1	3.1
Control	1	3.3	2	6.7	6	20.0	20	66.7	1	3.3

Item 16: The faculty member listened to me.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	13	40.6	16	50.0	2	6.3	0	0	1	3.1
Control	21	70.0	8	26.7	0	0	0	0	1	3.3

Item 17: I felt that I was talked <u>to</u> by the faculty member rather than being talked <u>with</u> during this meeting.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	3	9.4	2	6.3	18	56.3	8	25.0	1	3.1
Control	2	6.7	2	6.7	14	46.7	11	36.7	1	3.3

Item 18: The faculty member interrupted me as I talked and took over the conversation.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	3	9.4	11	34.4	17	53.1	1	3.1
Control	0	0	3	10.0	9	30.0	17	56.7	1	3.3

Item 19: The faculty member talked more about themselves or other things than about me and my questions and concerns.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	3	9.4	11	34.4	17	53.1	1	3.1
Control	0	0	3	10.0	9	30.0	17	56.7	1	3.3

Item 20: The faculty member kept throwing in funny remarks when I was trying to be serious.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	1	3.9	7	21.9	23	71.9	1	3.1
Control	0	0	0	0	5	16.7	24	80.0	1	3.3

Item 21: I liked the faculty member as a person.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	11	34.4	18	56.3	1	3.1	1	3.1	1	3.1
Control	17	56.7	11	36.7	1	3.3	0	0	1	3.3

Item 22: The faculty member seemed to be "talking down" to me in a condescending manner.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	4	12.5	12	37.5	15	46.9	1	3.1
Control	0	0	0	0	9	30.0	20	66.7	1	3.3

Item 23: The faculty member demonstrated a relaxed body position during the interview.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	11	34.4	17	53.1	2	6.3	1	3.1	1	3.1
Control	14	56.7	14	56.7	1	3.3	0	0	1	3.3

Item 24: The faculty member closed the door to their office during our meeting.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	2	6.3	8	25.0	13	40.6	8	25.0	1	3.1
Control	5	16.7	6	20.0	6	20.0	10	33.3	3	10.0

Item 25: The faculty member seemed rusned for time, for example, made comments about their "busy day."

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	1	3.1	5	15.6	12	37.5	13	40.6	1	3.1
Control	2	6.7	0	0	7	23.3	20	66.7	1	3.3

Item 26: The faculty member allowed interruptions to take place during the interview, for example, incoming calls and people "stopping by."

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	5	15.6	11	34.4	10	31.3	5	15.6	1	3.1
Control	2	6.7	6	20.0	11	36.7	10	33.3	1	3.3

Item 27: I felt at ease with the faculty member.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	11	34.4	17	53.1	3	9.4	0	0	1	3.1
Control	13	43.3	12	40.0	3	10.0	1	3.3	1	3.3

Item 28: The faculty member treated me like an adult.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	14	43.8	16	50.0	0	0	1	3.1	1	3.1
Control	14	46.7	14	46.7	0	0	1	3.3	1	3.3

Item 29: The faculty member maintained good eye contact during the session.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	16	50.0	14	43.8	0	0	1	3.1	1	3.1
Control	12	40.0	14	46.7	3	10.0	0	0	1	3.3

Item 30: The faculty encouraged me.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	12	37.5	17	53.1	1	3.1	1	3.1	1	3.1
Control	15	50.0	13	43.3	1	3.3	0	0	1	3.3

Item 31: The faculty member made jokes or comments with a sexual overtone.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	1	3.1	1	3.1	9	28.1	20	62.5	1	3.1
Control	0	0	2	6.7	5	16.7	22	73.3	1	3.3

Item 32: The faculty member looked at his/her watch several times during our interview.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	1	3.1	12	37.5	18	56.3	1	3.1
Control	1	3.1	2	6.7	7	23.3	19	63.3	1	3.3

Item 33: The faculty member helped me to explore non-traditional as well as traditional curriculums and career choices.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	7	21.9	12	37.5	10	31.3	2	6.3	1	3.1
Control	1	3.3	19	63.3	7	23.3	2	6.7	1	3.3

Item 34: When discussing non-traditional career choices, the faculty member emphasized problems and difficulties I might face in a career not normally associated with my sex.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	2	6.3	5	15.6	18	56.3	6	18.8	1	3.1
Control	1	3.3	2	6.7	13	43.3	13	43.3	1	3.3

Item 35: The faculty member asked questions of me concerning my plans for marriage and family

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	2	6.3	15	46.9	14	43.8	1	3.1
Control	1	3.3	0	0	10	33.3	18	60.0	1	3.3

Item 36: The faculty member discouraged me from considering a career in a field dominated by the opposite sex.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	1	3.1	13	40.6	17	53.1	1	3.1
Control	0	0	0	0	10	33.3	19	63.3	1	3.3

Item 37: The faculty member gave "advice" almost immediately--not spending my time exploring the subject, my interests or feelings toward the matter.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	6	18.8	14	43.8	11	34.4	1	3.1
Control	2	6.7	2	6.7	13	43.3	12	40.0	1	3.3

Item 38: The faculty member suggested possibilities for advanced degrees in the areas of my interest.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 3		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	9	28.1	14	43.8	5	15.6	3	9.4	1	3.1
Control	8	26.7	8	26.7	6	20.0	7	23.3	1	3.3

Item 39: I believe I would have been treated differently had I been a member of the opposite sex.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	0	0	4	12.5	13	40.6	14	43.8	1	3.1
Control	0	0	1	3.3	10	33.3	17	56.7	2	6.7

Item 40: The faculty member seemed to understand my point of view.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	7	21.9	22	68.8	2	6.3	0	0	1	3.1
Control	11	36.7	15	50.0	2	6.7	1	3.3	1	3.3

Item 41: The faculty member was enthusiastic when talking to me.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	9	28.1	18	56.3	3	9.4	1	3.1	1	3.1
Control	9	30.0	16	53.3	4	13.3	0	0	1	3.3

Item 42: The faculty member referred me to appropriate sources for further information.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	13	40.6	11	34.4	6	18.8	1	3.1	1	3.1
Control	17	56.7	10	33.3	2	6.7	0	0	1	3.3

Item 43: At the end of the interview, the faculty member offered me an opportunity to return for another interview.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	12	37.5	9	28.1	6	18.8	4	12.5	1	3.1
Control	13	43.3	8	26.7	7	23.3	1	3.3	1	3.3

Item 44: I would be willing to return to this faculty member for help in the future.

	Strongly Agree 1		Agree 2		Disagree 3		Strongly Disagree 4		No Response NR	
	N	%	N	%	N	%	N	%	N	%
Experimental	16	50.0	12	37.5	3	9.4	0	0	1	3.1
Control	19	63.3	7	23.3	3	10.0	0	0	1	3.3

Chapter 4

DISCUSSION AND CONCLUSIONS

Students--Career/Life Planning Workshops

Although there were no significant differences obtained through the use of the Attitude Toward Women Scale, a number of comments and/or questions seem pertinent to make and/or raise. As one reviews the previous literature regarding the use of the AWS on college campuses, one is struck with the means obtained at MSU as compared with other college populations. In particular, the male student means (172) were higher than others previously mentioned. Another interesting point is that MSU female means were considerably lower (traditional) than their male counterparts. Again, most previous studies on other college campuses suggest that females are more liberal than the male students.

One possible explanation for this is that indeed much has been written, sung, filmed, and talked about concerning the liberalization of male-female sex roles in the last four to five years. It may be, if we were to retest the populations cited in the instrumentation section, that indeed these scores would change significantly. Another possible explanation is that through the education process, the students have "learned" what to put down---what the "right thing to say" is. Clearly, the resistance to the sessions on sex-role stereotyping did not match the "very liberal" scores of male MSU students.

The facilitators' comments also supported some resistant to the idea of non-traditional careers for both men and women; in many cases, it was more difficult for men to consider the non-traditional choices than for women.

Issues for men were not tested, however, since the AWS measures how men view women's attitudes and behaviors. Thus, it may be that this instrument did not tap the kinds of changes students experienced as a result of their participation in the Career/Life Planning Workshops.

Compilation of Workshop Evaluation Forms

Career/Life Planning Workshop Series (Fall, Winter and Spring)

1. The ideas and activities presented in the Career/Life Planning

15	Excellent
47	Very good
34	Good
18	Fair
6	Poor

2. The objectives of the presentation were:

16	Excellent
61	Very Good
33	Good
10	Fair
4	Poor

3. I found the small-group format of the workshop to be:

65	Excellent
41	Very good
10	Good
6	Fair
1	Poor

4. The time involved and the schedule that was arranged was:

8	Excellent
33	Very good
45	Good
28	Fair
10	Poor

With regards to time format, I would suggest that:	Yes	No
5. There be fewer sessions.	12	101
6. There be more sessions.	35	79
7. The same amount of time but distributed differently.	51	58
8. Some sessions be held on Saturday.	23	67
9. One weekend format could be used (Friday evening - Sunday, 5 p.m.)	39	77

		Yes	No
10.	Mini-sessions be available through campus	96	18

11. In terms of learning about careers (career information) I found this workshop to be:

5	Excellent
31	Very good
27	Good
38	Fair
25	Poor

12. In terms of learning about myself, I found this workshop to be:

32	Excellent
45	Very good
36	Good
9	Fair
2	Poor

13. The work of the group facilitators was:

46	Excellent
48	Very good
24	Good
2	Fair
1	Poor

14. In the time permitted, the coverage of the Career/Life Planning:

10	Excellent
41	Very Good
45	Good
17	Fair
10	Poor

15. My attendance at this seminar should prove to me to be of:

31	Very Beneficial
57	Good Benefit
17	Fair Benefit
12	Poor Benefit
1	No Benefit

16. Do you have a better idea of what kind of career you might want than you had when you began the Career/Life Planning Workshop series?

62	Yes
15	No
46	About the same

17. Do you feel a need for more information on this topic?

92	Yes
29	No

18. Do you feel this workshop would be beneficial to other?

114	Yes
9	No

19. Do you think that college credit should be given for this project?

68	Yes
52	No
1	Maybe

20. Overall, I consider this Career/Life Planning Series:

23	Excellent
40	Very good
37	Good
16	Fair
8	Poor

Discussion

Generally, most of the students found these workshops to be a very worthwhile experience. In particular, 80% of the students rated the idea and activities from good to excellent. The objectives and small-group format were seen by 90% as from very good to excellent. Some comments were raised about the amount of time and particularly scheduling (evening) of the groups but at the same time, over 90% stated they didn't feel that there should be fewer sessions. In fact, approximately 20% of the students indicated they wanted more sessions.

Other aspects of the workshops which were rated very positively include what students learned about themselves, the quality of work from the facilitators, and the "coverage" of the workshops. Approximately 85-90% indicated a need for more information on careers and thought these workshops would be beneficial to others.

There were, however, a considerable number of students who suggested that the sessions start earlier, e.g., 6:00 p.m. rather than 7:00 p.m., have less forms to "fill out," and provide more information on specific careers. Most students stated they learned a great deal about themselves which seemed to surprise them. A highlight of these workshops seemed to be Session V, where we had men and women from non-traditional fields speak to the students in small groups.

Other written comments along with facilitator comments suggest that many of the students wanted a "cookbook" answer to career choice. In other words, they would rather a decision be handed to them, i.e., "You should be a '_____,'" rather than be referred to books with information regarding careers or faculty who could provide data regarding career opportunities or dig for their own answers and make their own decisions.

The workshop evaluation forms clearly indicate that once they got into it, they benefitted. Many comments pertained to the "getting to know themselves and other students well" as being a very positive element of the program.

Faculty

Perusal of faculty means on the AWS indicates that they, too, are a very liberal group with regards to their attitude towards women. In fact, the faculty scores (both experimental and control) were so high that there was not much room for the scores to move in a more liberal direction. Again, one must ask, do these scores reflect the degree of liberalness of these faculty who volunteered for the study,

or do they in part reflect their responding as they think they should vs. how they really feel? Clearly, the behaviors, attitudes and discussions exhibited during the two workshops were not consistent with the very liberal faculty depicted by their responses on the Attitudes Towards Women Scale.

Another explanation is that the group who volunteered were, by and large, quite sophisticated as compared to the average person when it comes to test taking--they know what is expected, what is the right thing to say. In addition, the fact that these participants were administrators may have made them more sensitive to the quality of their own responses. Although they were assured that their responses were confidential, many faculty could have been apprehensive about the "confidentiality issue" and responded accordingly. Some faculty even changed their code numbers, making it almost impossible to match the pretests and post-tests.

An additional compounding factor was the extreme difficulty (in some cases) in obtaining Post-test II from control group faculty as well as experimental faculty who did not attend Workshop II; it is difficult to know "how serious" these particular faculty viewed the post-test and whether faculty expressed their resentment through the instrument.

The workshops themselves were designed not to threaten people as this was the first activity of its type on the MSU campus, but instead to take them where they were and offer them an opportunity to explore issues in an atmosphere conducive to opening up dialogue which before was "verboten."

Another explanation for the lower Post-test II scores of the experimental group is that perhaps they were more honest after the treatment than they were when they initially took the pretest.

The other plausible explanation is that there was not a suitable fit between the intervention and the instrumentation. Obviously, the AWS only measured a small portion of the effect of the treatment. In

other words, other areas of change occurred that could not be measured or observed with this instrument. Clearly, this instrument did not perform as it had in previous applications

Gains not measured included the breaking of barriers between different colleges which was an unknown benefit of the study. Too, were the beginnings of laying roots for a new kind of dialogue between and among female and male faculty involved in the project.

This researcher is somewhat confused between the traditional behaviors exhibited by some of the faculty during the workshops and the liberal attitudes reflected in faculty responses on the questionnaire, and the lack of any substantial change in the treatment group as measured by the AWS.

Advisors Rating Scale

This instrument, although only in its preliminary stages, has raised some general issues for the faculty and others with regards to advising. Although there seemed to be no significant differences between faculty who participated and those who did not, this writer will point out items of interest and concerns for those interested in pursuing future research in this area. Of particular interest were items numbered 7, 17, 18, 22, 24, 25, 26, 31, 33, 34, 37, 39, 42, and 44.

In each instance, I will give the statement, followed by relevant comments.

#7. It was easy to see this faculty member. Here, students stated it was difficult to see six (6) of the experimental faculty as compared to zero (0) of the control faculty.

#17. I felt that I was talked to by the faculty member rather than being talked <u>with</u> during this meeting. On this item, students indicated that 5 experimental faculty and 4 experimental faculty totalling 9 faculty related in this fashion to their advisees.

#18. The faculty member interrupted me as I talked and took over the conversation. Noteworthy is that students stated 6 faculty (3 experimental and 3 control) behaved this way.

#22. The faculty member seemed to be "talking down" to me in a condescending manner. Students indicated 4 experimental faculty related this way, although this is not statistically significant.

#24. The faculty member closed the door to their office during our meeting. This item is of note as the subject of whether to close the door with a student of the opposite sex took considerable time in both workshops. On this item, 10 experimental faculty and 11 control agreed while 21 experimental faculty and 16 control faculty disagreed.

#25. The faculty member seemed rushed for time, for example, made comments about their "busy day." Six experimental faculty as compared with two control faculty reacted to students in this manner.

#26. The faculty member allowed interruptions to take place during the interview, for example, incoming calls and people "stopping by." Although all students made appointments to see faculty, 16 experimental faculty and 8 control faculty permitted these interruptions to occur.

#31. The faculty member made jokes or comments with a sexual overtone. Although only 2 experimental and 2 control faculty did this, it seemed important to highlight this issue.

#33. The faculty member helped me to explore non-traditional as well as traditional curriculums and career choices. Although 19 experimental faculty and 20 control faculty assisted students in this area, 12 experimental and 9 control faculty did not assist students in exploring non-traditional curriculum choices.

#37. The faculty member gave "advice" almost immediately--not spending my time exploring the subject, my interests or feelings toward the matter. Again, it seemed this item would be of general interest as students indicated 10 faculty (6 experimental and 4 control) reacted this way.

#39. I believe I would have been treated differently had I been a member of the opposite sex. Although most students disagreed with this item, students felt 4 experimental faculty and one control faculty would have treated them differently if they were of a different sex.

#42. The faculty member referred me to appropriate sources for further information. Although 24 experimental and 27 control faculty did refer students, 6 experimental and 2 control faculty members did not.

#44. I would be willing to return to this faculty member for help in the future. It is encouraging that the students indicated they would return to 28 experimental faculty and 25 control faculty; students did not want to see 3 experimental and 3 control faculty.

Generally, approximately three-fourths or 75% of the students were satisfied with the quality of faculty-student advising sessions, with the exception of many of the items just discussed.

However, on the forementioned items, selected faculty simply did not listen or know how to listen to students' needs. On other items, some faculty were not sensitive to students' needs, e.g., for uninterrupted time and/or conversation. Clearly, the workshops did not make a significant difference as there were not significant behavioral differences in advising as measured by our instrument between those who volunteered and attended the workshops and those who attended and were randomly placed in control groups.

Faculty Workshops

Generally, faculty found the first workshop at Fairmont well worthwhile! Twenty-five faculty rated the work of the consultants as positive to very positive, with a similar number indicating they learned a great deal about sex roles and sex stereotyping. In addition, all but two faculty learned about their own biases and attitudes

regarding stereotyping. Moreover, many faculty stated they hoped there would be another one in the near future for other faculty and administrators. For a further breakdown, it is suggested that readers see Appendix I for more detailed data of this workshop.

The second workshop was held in Bozeman, but off-campus as compared to the first which was held out of town at a resort. Attendance at this workshop fell markedly with a number of last-minute cancellations. Many of the administrators involved were feeling pressure because of a Role and Scope Report due to the Office of Higher Education, while others were involved in retirement banquets and awards dinners. All excuses seemed valid, but indeed people made choices about which event they would attend. However, the faculty did receive notice of this workshop one month in advance. The focus of this workshop centered mainly around advising and assisted faculty in becoming aware of their own biases and attitudes in this area.

Here,too, faculty felt the workshop was beneficial. However, more comments were in the midrange than in the previous workshop. For a further breakdown of data, the reader is referred to Appendix J.

One observation by the investigator was that it seemed to take participants a little while to get back in touch again. For example, the initial communication seemed quite guarded; too, people were wondering where the "missing" male faculty were. Clearly, the workshops were beneficial; they began the "process" of talking about a very pressing, relevant and knotty issue on the MSU cumpus.

Conclusion

The interventions for both students and faculty did not produce the desired effect as measured by the Attitude Towards Women Scale and Advisor Rating Scale. The workshop evaluation forms support the idea that indeed both were helpful and worthwhile and a good first step in

the reduction of sex stereotyping with regards to career choice at MSU.

There is no doubt that interventions of this nature are needed for both faculty and students.

Recommendations

There are some recommendations that I would like to make regarding this project, suggestions that another researcher might find valuable.

Faculty Recommendations

1. Have both workshops off-site if possible; it is an asset to the "quality" of communication which occurs.

2. If at all possible, have the first workshop two full days with a minimum of a one-day followup.

3. Use outside consultants; one cannot be a "guru" in one's own land.

4. Have the workshops not more than 10-12 weeks apart.

5. Determine whether or not the administration will allow a committee to bring back recommendations.

6. Have all TOP administrators attend both sessions for the entire time.

7. Find a method to get those who need a workshop like this--but who wouldn't volunteer--to participate.

8. Use multiple instrumentation.

Student Recommendations

1. Same number of hours (3) per session, but start at an earlier time and earlier in the quarter. Do not conflict with finals or the period of time from Thanksgiving to Christmas.

2. If possible, try to have mixed-sex groups, approximately 4-5 students per group.

3. Use faculty as facilitators; it is worthwhile to enhance the skills of those within the institution.

4. Have less paperwork, more talk/discussion time.

5. Find another format for the session which deals with male-female issues. If possible, use a male-female facilitator team.

6. Offer these workshops to <u>all</u> students in varied kinds of settings, e.g., short-sessions.

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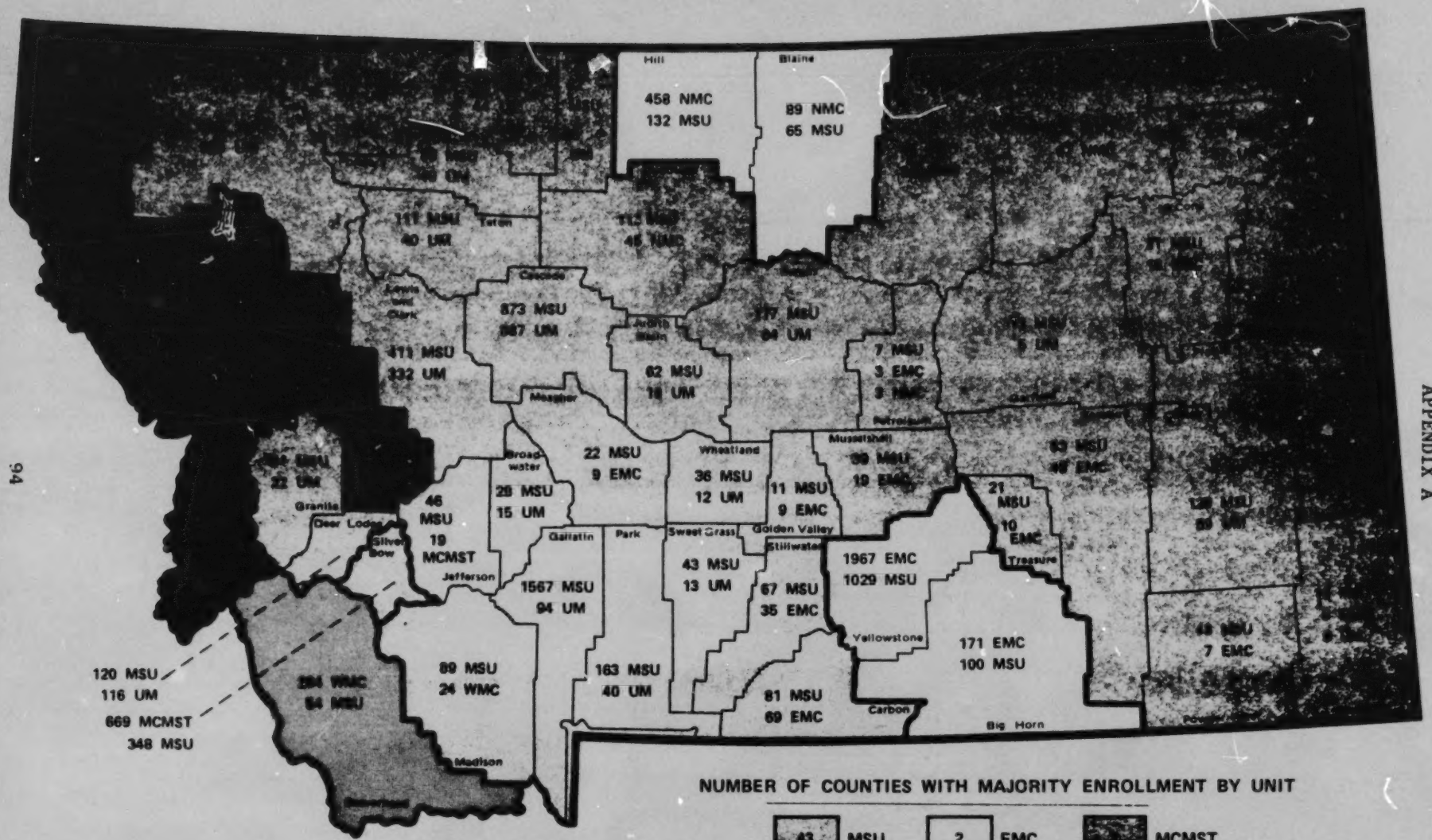
APPENDICES

MONTANA UNIVERSITY SYSTEM

AUTUMN 1977: TWO LARGEST ENROLLMENTS BY UNIT WITHIN COUNTY

By: Sylvia McCormick & William A. Johnstone



NUMBER OF COUNTIES WITH MAJORITY ENROLLMENT BY UNIT

43 MSU 2 EMC MCMST

UM 1 WMC 2 NMC

MSU had the second largest enrollment from the 13 counties in which it was not first.

101

102

SOURCE: Registrar's *E* Reports—Autumn 1977

APPENDIX B

OFFICE OF THE REGISTRAR
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA

REPORT I
PAGE 1
2-77

SUMMARY OF TOTAL NET ENROLLMENT BY COLLEGE/CURRICULUM/OPTION FOR AUTUMN QUARTER 1977 10 OCTOBER 14, 1977

COLLEGE/CURRICULUM/OPT	DOC(9) M	DOC(9) W	MAS(8) M	MAS(8) W	1ST ELG(7) M	1ST ELG(7) W	NON(6) DEGREE M	NON(6) DEGREE W	2ND (5) BACH M	2ND (5) BACH W	SR (4) M	SR (4) W	JR (3) M	JR (3) W	SOPH(2) M	SOPH(2) W	FRESH(1) M	FRESH(1) W	SPEC'L ATND(0) M	SPEC'L ATND(0) W	TOTAL M	TOTAL W	SUB TOTAL	GRAND TOTAL
GENERAL STUDIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48	83	304	342	-	-	352	425	777	
Spec Non-Degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	22	8	22	30	
NON-DEGREE	-	-	-	-	-	-	76	74	-	-	-	-	-	-	-	-	-	-	-	-	76	74	150	
Spec Non-Degree	-	-	-	-	-	-	6	3	-	-	-	-	-	-	-	-	-	-	-	-	6	3	9	
TCHR CERT	-	-	-	-	-	-	12	36	-	-	-	-	-	-	-	-	-	-	-	-	12	36	48	
TOTAL GEN ST	-	-	-	-	-	-	94	113	-	-	-	-	-	-	48	83	304	342	8	22	454	560	1014	1014
WAMI	-	-	-	-	-	-	17	3	-	-	-	-	-	-	-	-	-	-	-	-	17	3	20	20
COL OF AGRICULTURE																								
Agriculture	-	-	-	-	-	-	-	-	-	-	1	-	1	-	3	1	127	38	-	-	132	39	171	171
Agr Term	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1	-	-	19	1	20	20
Agr Business	-	-	-	-	-	-	-	-	1	-	34	4	10	9	41	3	15	7	-	-	121	18	139	139
Agr Education	-	-	-	-	-	-	-	-	2	-	2	-	2	1	1	-	4	-	-	-	11	1	12	
Tchg, Brdfld	-	-	-	-	-	-	-	-	-	-	10	1	9	1	10	2	6	2	-	-	35	6	41	
Major	-	-	-	-	-	-	-	-	-	-	1	1	1	1	2	2	2	-	-	-	8	4	12	
TOTAL AGED	-	-	-	-	-	-	-	-	2	-	13	2	14	3	13	4	12	2	-	-	54	11	65	65
Agr Production																								
Ag Econ	-	-	-	-	-	-	-	-	-	-	6	-	7	-	7	-	3	-	-	-	23	-	23	
Agron	-	-	-	-	-	-	-	-	3	2	16	6	17	4	14	4	5	-	-	-	55	16	71	
An Sci	-	-	-	-	-	-	-	-	2	-	31	8	17	8	19	8	7	6	-	-	76	30	106	
Mch Ag	-	-	-	-	-	-	-	-	-	-	35	-	7	-	10	-	7	-	-	-	39	-	39	
Pl Prot	-	-	-	-	-	-	-	-	-	-	2	-	1	1	1	1	-	-	-	-	4	2	6	
Ra S	-	-	-	-	-	-	-	-	2	-	20	3	7	1	7	2	2	1	-	-	38	7	45	
RAM	-	-	-	-	-	-	-	-	1	-	10	8	8	8	4	2	5	2	-	-	28	20	48	
Land Res	-	-	-	-	-	-	-	-	2	-	1	6	4	4	3	3	2	-	-	-	12	13	25	
TOTAL AG P	-	-	-	-	-	-	-	-	10	2	101	31	68	26	65	20	31	9	-	-	275	88	363	363
Agr Science																								
Ag Econ	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	1	
An Sci	-	-	-	-	-	-	-	-	1	-	9	6	5	5	3	5	2	-	-	-	20	16	36	
Crops	-	-	-	-	-	-	-	-	1	-	3	1	-	1	3	-	-	1	-	-	7	3	10	
Pl Prot	-	-	-	-	-	-	-	-	-	-	2	1	-	-	2	-	-	1	-	-	4	2	6	
Ra S	-	-	-	-	-	-	-	-	-	-	4	-	3	-	2	1	3	-	-	-	12	1	13	
RAM	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	1	1	2	
Soils	-	-	-	-	-	-	-	-	1	-	7	3			2	-	2	-	-	-	18	7	25	
TOTAL AG S	-	-	-	-	-	-	-	-	3	-	26	11			8	10	9	5	-	-	63	30	93	93
Industrial Arts																								
Major	-	-	-	-	-	-	-	-	2	-	5	-	6	-	14	1	17	2	-	-	44	3	47	
Industries	-	-	-	-	-	-	-	-	-	-	4	-	4	-	1	-	3	-	-	-	12	-	12	
Brdfld Tchg	-	-	-	-	-	-	-	-	-	-	2	-	2	-	1	-	2	-	-	-	7	-	7	
Teaching	-	-	-	-	-	-	-	-	3	-	10	-	4	-	5	-	3	-	-	-	25	-	25	
TOTAL I A	-	-	-	-	-	-	-	-	5	-	21	-	16	-	21	1	25	2	-	-	88	3	91	91
Pre-Forestry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	4	2	-	-	5	2	7	7
Pre-Vet	-	-	-	-	-	-	-	-	1	-	3	1	11	9	12	7	29	35	-	-	56	52	108	108
TOTAL COL AGRICULTURE	-	-	-	-	-	-	-	-	27	2	177	49	139	55	166	45	247	91	-	-	813	244	1057	1057
COL OF EDUCATION																								
Elem Ed																								
Amer Ind Ed	-	-	-	-	-	-	-	-	-	-	-	-	2	-	1	1	4	3	3	-	-	4	10	14
Elem Educ	-	-	-	-	-	-	-	-	-	-	1	9	82	6	48	7	52	10	85	-	-	32	268	300
Lib Sci	-	-	-	-	-	-	-	-	-	-	-	-	5	-	6	-	6	-	3	-	-	-	20	20
Music	-	-	-	-	-	-	-	-	-	-	-	2	10	-	3	-	2	1	6	-	-	3	21	24
TOTAL EDEL	-	-	-	-	-	-	-	-	-	-	1	11	99	6	58	8	64	14	97	-	-	39	319	358	358
P E																								
Hlth Ed	-	-	-	-	-	-	-	-	-	1	-	9	8	3	6	2	6	10	6	-	-	25	26	51	
Pre-Phys Th	-	-	-	-	-	-	-	-	-	-	-	4	1	-	1	1	3	5	19	-	-	10	25	35	
Rec	-	-	-	-	-	-	-	-	-	-	-	1	-	2	2	1	6	3	6	-	-	7	14	21	
K-12	-	-	-	-	-	-	-	-	-	-	-	1	16	3	15	10	21	9	21	-	-	23	73	96	
Sec Sch	-	-	-	-	-	-	-	-	1	1	7	9	10	3	8	11	9	16	-	-	34	40	74	
TOTAL P E	-	-	-	-	-	-	-	-	1	1	22	34	36	28	32	47	36	68	-	-	99	178	277	277
Home Economics	-	-	-	-	-	-	-	-	-	-	1	18	1	28	2	63	-	86	-	-	4	195	199	
Business	-	-	-	-	-	-	-	-	-	-	-	7	-	2	-	4	-	1	-	-	-	14	14	
Child D/FL	-	-	-	-	-	-	-	-	-	-	1	18	2	4	1	3	-	-	-	-	4	25	29	
Inst H Mgmt	-	-	-	-	-	-	-	-	1	-	-	7	-	-	-	-	-	-	-	-	1	7	8	
Ed & Exten	-	-	-	-	-	-	-	-	-	-	-	23	-	5	-	2	-	-	-	-	-	30	30	
Fam Life	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	2	2	
TOTAL H EC	-	-	-	-	-	-	-	-	1	-	2	74	3	39	3	72	-	88	-	-	9	273	282	282
Sec Educ	-	-	-	-	-	-	-	-	-	-	3	2	3	1	2	-	2	3	-	-	10	6	16	
Gen Science	-	-	-	-	-	-	-	-	-	1	8	4	2	1	-	-	2	-	-	-	12	6	18	
Phys Science	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	2	-	2	
Soc Studies	-	-	-	-	-	-	-	-	-	-	-	1	2	1	1	2	5	4	-	-	8	8	16	
TOTAL SECD	-	-	-	-	-	-	-	-	-	1	12	7	7	3	4	2	9	7	-	-	32	20	52	52
TOTAL EDUCATION	-	-	-	-	-	-	-	-	2	3	47	214	34	128	37	185	59	260	-	-	179	790	969	969
COL OF ENGINEERING																								
Agr Engr	-	-	-	-	-	-	-	-	3	-	11	-	9	2	15	1	23	2	-	-	61	5	66	66
Chem Engr	-	-	-	-	-	-	-	-	-	-	52	10	47	8	56	12	70	26	-	-	225	56	281	281
Civil Engr	-	-	-	-	-	-	-	-	6	2	76	2	66	9	66	5	91	3	-	-	263	23	286	286
Computer Sci	-	-	-	-	-	-	-	-	4	1	9	4	11	6	16	1	27	13	-	-	69	27	96	96
Con Engr Tech	-	-	-	-	-	-	-	-	1	-	32	-	30	-	43	-	47	1	-	-	153	1	154	154
Elect Engr	-	-	-	-	-	-	-	-	5	-	50	1	54	1	60	5	110	4	-	-	286	11	297	
Comp Engr	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	4	-	4	
TOTAL E E	-	-	-	-	-	-	-	-	5	-	51	1	52	1	60	5	110	4	-	-	290	11	301	301
EETT	-	-	-	-	-	-	-	-	1	-	14	-	19	-	19	-	28	1	-	-	80	1	81	81
Engr Sci	-	-	-	-	-	-	-	-	-	-	3	-	-	-	3	-	21	1	-	-	27	1	28	28
IAMP	-	-	-	-	-	-	-	-	1	1	12	2	2	2	7	1	16	1	-	-	38	9	47	47
Mech Engr	-	-	-	-	-	-	-	-	10	-	90	3	46	2	44	1	81	2	-	-	201	7	210	210
Mech Engr Tech	-	-	-	-	-	-	-	-	-	-	29	1	30	1	19	1	21	1	-	-	79	7	86	86

COLLEGE/CURRICULUM/OPT	DOC(9) M	DOC(9) W	MAS(8) M	MAS(8) W	EST ELG(7) M	EST ELG(7) W	NON(6) DEGREE M	NON(6) DEGREE W	2ND (5) BACH M	2ND (5) BACH W	SR (4) M	SR (4) W	JR (3) M	JR (3) W	SOPH(2) M	SOPH(2) W	FROSH(1) M	FROSH(1) W	SPEC'L ATND(0) M	SPEC'L ATND(0) W	TOTAL M	TOTAL W	SUB TOTAL	GRAND TOTAL
COL OF LTRS & SCIENCE																								
Botany	-	-	-	-	-	-	-	-	2	-	4	2	3	-	1	3	5	7	-	-	15	12	27	
Biology Tchg	-	-	-	-	-	-	-	-	-	-	6	4	3	3	3	2	3	2	-	-	15	11	26	
TOTAL BOT	-	-	-	-	-	-	-	-	2	-	10	6	6	3	4	5	8	9	-	-	30	23	53	53
Chemistry	-	-	-	-	-	-	-	-	1	-	6	2	3	2	6	1	3	4	-	-	19	9	28	
Professional	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	4	-	-	-	5	1	6	
Interdiscpln	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	3	-	2	-	-	2	6	8	
Lab	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	1	
Teaching	-	-	-	-	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	2	1	3	
TOTAL CHEM	-	-	-	-	-	-	-	-	2	1	9	4	4	2	7	4	7	6	-	-	29	17	46	46
Earth Science	-	-	-	-	-	-	-	-	-	-	2	-	4	1	4	-	5	3	-	-	15	4	19	
Geography	-	-	-	-	-	-	-	-	1	1	-	1	-	-	-	-	1	-	-	-	2	2	4	
Geog Planng	-	-	-	-	-	-	-	-	-	-	10	3	3	-	1	-	-	2	-	-	14	5	19	
Geology	-	-	-	-	-	-	-	-	1	2	12	5	12	5	7	3	15	1	-	-	47	16	63	
Geophysics	-	-	-	-	-	-	-	-	1	-	1	-	3	-	2	-	-	-	-	-	7	-	7	
Meteorology	-	-	-	-	-	-	-	-	-	-	7	1	-	-	3	1	1	3	-	-	11	5	16	
Teaching	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	1	
TOTAL ESCI	-	-	-	-	-	-	-	-	3	3	33	10	22	6	17	4	22	9	-	-	97	32	129	129
Economics																								
General	-	-	-	-	-	-	-	-	1	-	8	3	7	2	5	1	3	1	-	-	24	7	31	
Econ Science	-	-	-	-	-	-	-	-	-	-	2	-	-	-	1	-	-	-	-	-	3	-	3	
Natural Res	-	-	-	-	-	-	-	-	-	-	1	-	1	-	1	-	-	-	-	-	3	-	3	
TOTAL ECON	-	-	-	-	-	-	-	-	1	-	11	3	8	2	7	1	3	1	-	-	30	7	37	37
English	-	-	-	-	-	-	-	-	-	1	3	2	2	3	3	1	2	4	-	-	10	11	21	
Literature	-	-	-	-	-	-	-	-	1	-	2	8	4	2	2	2	5	8	-	-	14	20	34	
Lit & Com Tch	-	-	-	-	-	-	-	-	-	-	4	6	3	10	3	9	3	9	-	-	13	34	47	
TOTAL ENGL	-	-	-	-	-	-	-	-	1	1	9	16	9	15	8	12	10	21	-	-	37	65	102	102
Entomology	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	1	1
Fish & Wild Life	-	-	-	-	-	-	-	-	5	-	27	5	20	4	25	4	44	17	-	-	121	30	151	151
Political Science	-	-	-	-	-	-	-	-	-	-	5	1	5	2	4	2	7	4	-	-	21	9	30	
Political Sci	-	-	-	-	-	-	-	-	-	-	2	2	2	2	1	1	-	-	-	-	5	5	10	
Prelaw	-	-	-	-	-	-	-	-	1	-	8	2	7	5	8	5	20	8	-	-	44	20	64	
Public Admin	-	-	-	-	-	-	-	-	-	1	2	1	4	1	-	1	2	1	-	-	8	7	15	
Policy Science	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1	-	-	1	-	-	2	3	5	
TOTAL POLS	-	-	-	-	-	-	-	-	1	1	18	7	18	13	14	9	29	14	-	-	80	44	124	124
History	-	-	-	-	-	-	-	-	-	-	7	2	6	2	6	4	2	8	-	-	19	16	35	
Teaching	-	-	-	-	-	-	-	-	-	-	6	4	8	5	2	1	2	4	-	-	18	14	32	
TOTAL HIST	-	-	-	-	-	-	-	-	-	-	13	6	14	7	8	5	4	12	-	-	37	30	67	67
Math	-	-	-	-	-	-	-	-	-	-	7	-	8	2	4	2	8	8	-	-	27	12	39	
Statistics	-	-	-	-	-	-	-	-	-	-	3	-	1	1	2	-	2	2	-	-	8	3	11	
Teaching	-	-	-	-	-	-	-	-	-	-	2	5	4	4	2	2	4	4	-	-	12	15	27	
TOTAL MATH	-	-	-	-	-	-	-	-	-	-	12	5	13	7	8	4	14	14	-	-	47	30	77	77
Microbiology	-	-	-	-	-	-	-	-	2	1	5	9	6	4	7	8	6	8	-	-	26	30	56	
Env Health	-	-	-	-	-	-	-	-	1	-	2	1	5	2	2	2	3	2	-	-	13	7	20	
Med Tech	-	-	-	-	-	-	-	-	1	-	9	20	9	12	4	15	1	35	-	-	24	82	106	
TOTAL MB	-	-	-	-	-	-	-	-	4	1	16	30	20	18	13	25	10	45	-	-	63	119	182	182
Modern Lang	-	-	-	-	-	-	-	-	1	-	2	6	1	6	1	1	1	6	-	-	6	19	25	
Teaching	-	-	-	-	-	-	-	-	-	-	2	6	-	2	-	-	-	1	-	-	2	9	11	
TOTAL M L	-	-	-	-	-	-	-	-	1	-	4	12	1	8	1	1	1	7	-	-	8	28	36	36
Philosophy	-	-	-	-	-	-	-	-	-	-	2	-	1	-	1	1	-	-	-	-	4	1	5	5
Physics	-	-	-	-	-	-	-	-	2	-	2	-	3	-	6	-	4	1	-	-	17	1	18	
Professional	-	-	-	-	-	-	-	-	-	-	2	1	4	-	4	2	8	-	-	-	18	3	21	
Interdiscpln	-	-	-	-	-	-	-	-	-	-	3	-	3	-	1	1	1	-	-	-	8	1	9	
Teaching	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	1	
TOTAL PHYS	-	-	-	-	-	-	-	-	2	-	7	1	10	-	12	3	13	1	-	-	44	5	49	49
Pre-Medicine	-	-	-	-	-	-	-	-	-	-	9	5	20	2	19	2	48	22	-	-	96	31	127	127
Psychology	-	-	-	-	-	-	-	-	1	1	8	11	13	9	3	9	12	23	-	-	37	53	90	
General	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1	2	
TOTAL PSYCH	-	-	-	-	-	-	-	-	1	1	8	12	14	9	3	9	12	23	-	-	38	54	92	92
Sociology																								
Soc	-	-	-	-	-	-	-	-	-	-	5	6	5	9	3	3	3	9	-	-	16	27	43	
Rural Soc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1	
Social Work	-	-	-	-	-	-	-	-	1	-	7	14	4	12	4	22	2	32	-	-	18	80	98	
Social Justice	-	-	-	-	-	-	-	-	1	-	2	12	13	16	8	15	27	24	-	-	51	67	118	
Anthropology	-	-	-	-	-	-	-	-	3	1	4	1	1	-	-	3	-	3	-	-	8	8	16	
Soc Res	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	2	2	
TOTAL SOC	-	-	-	-	-	-	-	-	5	3	18	33	23	37	15	44	32	68	-	-	93	185	278	278
Speech																								
General	-	-	-	-	-	-	-	-	-	-	1	3	2	2	2	4	1	8	-	-	6	17	23	
Education	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	1	-	-	-	2	1	3	
Preprof	-	-	-	-	-	-	-	-	-	1	1	3	1	8	-	2	-	6	-	-	2	20	22	
Pub Rel	-	-	-	-	-	-	-	-	-	-	3	3	1	2	2	4	2	10	-	-	8	19	27	
TOTAL SPCH	-	-	-	-	-	-	-	-	-	1	6	10	4	12	4	10	4	24	-	-	18	57	75	75
Zoology	-	-	-	-	-	-	-	-	-	-	10	9	8	5	5	2	12	4	-	-	35	20	55	
Pre-Pharm	-	-	-	-	-	-	-	-	-	1	-	1	3	1	-	3	1	3	-	-	4	9	13	
TOTAL ZOOL	-	-	-	-	-	-	-	-	-	1	10	10	11	6	5	5	13	7	-	-	39	29	68	68
TOTAL COL L & S	-	-	-	-	-	-	-	-	28	13	222	175	219	151	169	148	274	300	-	-	912	787	1699	1699

COLLEGE/CURRICULM/OPT	DOC(9) M	DOC(9) W	MAS(8) M	MAS(8) W	EST ELG(7) M	EST ELG(7) W	NON(6) MATRIC M	NON(6) MATRIC W	SUB (5) BACH M	SUB (5) BACH W	SR (4) M	SR (4) W	JR (3) M	JR (3) W	SOPH(2) M	SOPH(2) W	FROSH(1) M	FROSH(1) W	SPEC'L ATND(0) M	SPEC'L ATND(0) W	TOTAL M	TOTAL W	SUB TOTAL	GRAND TOTAL
COL OF ART & ARCH																								
Architecture	-	-	-	-	-	-	-	-	14	3	77	6	39	4	39	4	99	27	-	-	268	44	312	312
Art	-	-	-	-	-	-	-	-	1	-	3	10	1	12	8	20	21	56	-	-	34	98	132	
Prof Design	-	-	-	-	-	-	-	-	-	-	9	9	15	13	12	16	4	5	-	-	40	43	83	
Fine Arts	-	-	-	-	-	-	-	-	-	2	7	8	10	2	3	2	2	2	-	-	22	16	38	
History	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	-	1	-	-	-	3	3	
Education	-	-	-	-	-	-	-	-	-	-	2	3	1	2	1	1	1	-	-	-	5	6	11	
Educ, K-12	-	-	-	-	-	-	-	-	-	-	3	3	1	1	2	-	-	1	-	-	6	5	11	
TOTAL ART	-	-	-	-	-	-	-	-	1	1	24	33	28	30	26	40	28	65	-	-	107	171	278	278
F&TV	-	-	-	-	-	-	-	-	1	-	10	3	5	2	8	4	31	17	-	-	57	26	83	
Motion Pict	-	-	-	-	-	-	-	-	-	-	32	2	14	2	3	1	7	6	-	-	36	11	47	
Television	-	-	-	-	-	-	-	-	-	-	9	5	5	3	11	3	3	3	-	-	30	14	44	
Photography	-	-	-	-	-	-	-	-	3	1	19	12	19	3	8	10	5	6	-	-	54	32	86	
TOTAL F&TV	-	-	-	-	-	-	-	-	4	1	50	22	43	10	30	18	50	32	-	-	177	83	260	260
Music Educ	-	-	-	-	-	-	-	-	-	-	4	1	2	-	1	3	14	19	-	-	21	23	44	
School	-	-	-	-	-	-	-	-	-	-	9	5	6	9	10	3	5	2	-	-	30	19	49	
Studio Tchg	-	-	-	-	-	-	-	-	1	-	-	-	1	1	-	1	1	-	-	-	2	3	5	
K-12, Rdfld	-	-	-	-	-	-	-	-	-	-	3	4	1	-	1	-	-	3	-	-	5	7	12	
TOTAL MUS	-	-	-	-	-	-	-	-	-	1	16	10	10	10	12	7	20	24	-	-	58	52	110	110
Theatre																								
Theatre Arts	-	-	-	-	-	-	-	-	-	-	-	1	2	-	2	1	3	6	-	-	7	8	15	
Teaching	-	-	-	-	-	-	-	-	-	-	-	2	1	1	-	1	-	2	-	-	1	6	7	
TOTAL THTR	-	-	-	-	-	-	-	-	-	-	-	3	3	1	2	2	3	8	-	-	8	14	22	22
TOTAL COL ART & ARCH	-	-	-	-	-	-	-	-	19	8	167	74	121	55	109	71	200	156	-	-	616	364	980	980
SCHOOL OF BUSINESS																								
Business	-	-	-	-	-	-	-	-	1	2	4	2	7	5	19	11	15	20	-	-	46	40	86	
Accounting	-	-	-	-	-	-	-	-	4	3	31	22	26	26	37	45	60	104	-	-	158	200	358	
Bus Ed, Basic	-	-	-	-	-	-	-	-	-	-	2	2	2	2	2	1	2	3	-	-	8	8	16	
Bus Ed, Of Ed	-	-	-	-	-	-	-	-	-	-	1	10	-	11	-	2	-	5	-	-	1	28	29	
Distrib Ed	-	-	-	-	-	-	-	-	-	-	1	5	2	-	2	2	3	5	-	-	8	12	20	
Finance	-	-	-	-	-	-	-	-	3	1	41	15	32	11	30	11	27	10	-	-	133	48	181	
Management	-	-	-	-	-	-	-	-	2	-	27	3	34	10	40	18	79	22	-	-	182	53	235	
Marketing	-	-	-	-	-	-	-	-	-	-	10	13	10	10	14	16	22	15	-	-	56	54	110	
Office Admin	-	-	-	-	-	-	-	-	-	-	-	7	-	6	-	10	2	19	-	-	2	42	44	
2 Yr Sec Prog	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	21	2	30	-	-	2	54	56	
TOTAL SCHL BUSINESS	-	-	-	-	-	-	-	-	10	6	117	79	113	84	144	137	212	233	-	-	596	539	1135	1135
SCHOOL OF NURSING																								
Nursing	-	-	-	-	-	-	-	-	11	25	19	197	20	155	7	122	15	175	-	-	72	674	746	746
COL OF GRAD STUDIES																								
Applied Econ	1	-	12	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	2	15	15
Ag Educ	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	2
Ag Engr	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	2
Agronomy	-	-	15	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	1	16	16
Animal Sci	-	-	7	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	3	10	10
Art	-	-	9	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	10	19	19
Bio Chem	1	-	5	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8	8
Botany	1	-	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1	6	6
Business Ed	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4	4
Chem Engr	6	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	-	14	14
Chemistry	9	-	7	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	3	19	19
Civil Engr	3	-	25	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	1	29	29
Crop & Soil S	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	9	9
Earth Sci	-	-	12	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	4	16	16
Education																								
Adult & High	18	3	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	3	27	3
Curr & Instr	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	
Elem Admin	1	1	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	7	
El Cur & Inst	1	2	1	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	12	14	
Gen Sch Admin	5	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7	
Guid & Counsl	-	2	11	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	19	30	
Sec Admin	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	3	
Sec Tchg	-	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	10	
TOTAL EDUC	28	12	21	41	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	52	102	102
Elect Engr	2	-	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-	13	13
Entomology	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4	4
Engl	-	-	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	4	19	19
History	-	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	10	10
Home Ec	-	-	1	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	6	7	
Ind Engr	-	-	9	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	3	12	12
Math	12	2	7	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	6	25	25
Mech Engr	2	-	8	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	1	11	11
Microbiology	4	1	15	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	8	27	27
Nursing	-	-	3	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	10	13	13
P E	-	-	5	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	10	15	15
Phys	10	3	10	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	4	24	24
Plant Path	2	1	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	2	7	7
Psychology	-	-	7	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	2	9	9
Pub Admin	-	-	16	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	6	22	22
Range Sci	-	-	11	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	1	12	12
Soils	-	-	12	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	1	13	13
Vet Sci	2	2	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	5	13	13
Zoology	1	-	9	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	2	12	12
TOTAL GRAD STUDIES	93	21	286	139	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	380	159	539	539
UNCLASSIFIED	-	-	-	-	-	-	-	-	-	-	-	-	4	1	-	-	-	-	-	-	4	1	5	5
TOTAL UNIV ENROLLMENT	93	21	286	139	1	0	115	116	171	61	1090	811	906	660	1063	872	1848	1618	8	22	5531	3929	9460	9460
TOTAL BY CLASS	114		424		1		277		1901		1596		1829		1490		30		9460					

Curriculum options with zero (0) enrollment are not included.

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APPENDIX C

NUMBER AND RANK OF MALE AND FEMALE FACULTY AT MSU

DEPARTMENT	TOTAL		FULL PROF.		ASSOC. PROF.		ASS'T. PROF.		INST.	
	M	F	M	F	M	F	M	F	M	F
School of Business	21	3	2	0	5	1	13	1	1	1
School of Nursing	0	38	0	5	0	11	0	14	0	8
Agriculture Economics and Economics	13	1	6	1	5	1	2	0	0	0
Industrial Education	5	0	2	0	2	0	2	0	0	0
Plant Pathology	4	0	4	0	0	0	0	0	0	0
Animal and Range Sciences	16	0	5	0	5	0	5	0	1	0
Plant and Soil Science	22	0	11	0	5	0	6	0	0	0
Veterinary Science	6	0	3	0	3	0	0	0	0	0
Physical Education	8	3	1	0	4	4	3	0	0	3
Educational Services	13	3	5	0	5	1	3	2	0	0
Elementary Education	12	1	2	0	4	1	6	0	0	0
Secondary Education	18	8	3	0	12	4	1	4	2	1
Home Economics	4	8	0	2	3	3	0	3	1	3
Chemical Engineering	6	0	5	0	1	0	0	0	0	0
Civil Engineering and Engineering Mechanics	15	0	10	0	3	0	2	0	0	0
Electrical Engineering	16	0	8	0	5	0	3	0	0	0
Industrial Engineering and Computer Science	8	0	3	0	3	0	1	0	1	0
Mechanical Engineering	12	0	3	0	3	0	5	0	1	0

DEPARTMENT	TOTAL		FULL PROF.		ASSOC. PROF.		ASS'T. PROF.		INST.	
	M	F	M	F	M	F	M	F	M	F
Agricultural Engineering	5	0	2	0	1	0	2	0	0	0
Microbiology	13	0	9	0	2	0	2	0	0	0
Chemistry	18	0	10	0	7	0	1	0	0	0
Political Science	4	1	0	0	1	0	3	1	0	0
English	14	2	2	0	5	0	7	2	0	0
Earth Sciences	10	0	4	0	2	0	4	0	0	0
History, Government and Philosphy	15	0	7	0	5	0	3	0	0	0
Mathematics	21	0	8	0	11	0	2	0	0	0
Psycnology	8	0	2	0	3	0	3	0	0	0
Modern Languages	6	2	1	0	2	1	3	0	0	1
Physics	13	1	5	1	5	0	3	0	0	0
Biology	21	5	10	2	8	1	3	1	0	1
Social Welfare	3	1	0	0	1	0	2	1	0	0
Medical Science	12	2	5	0	6	1	1	1	0	0
Speech	10	0	4	0	5	0	1	0	0	0
Sociology	8	3	1	0	5	2	2	1	0	0
Architecture	10	3	6	1	1	1	2	1	1	0
Art	12	3	4	2	2	0	3	0	3	0
Theatre Arts	4	0	0	0	2	0	2	0	0	0
Film and T.V.	10	0	1	0	2	0	5	0	2	0
Music	11	1	3	0	4	0	3	1	1	0
TOTALS	427	96	157	14	148	31	108	33	14	18

APPENDIX D

A. Sex Stereotyping in Curriculums

DEGREES CONFERRED BY HIGHER EDUCATIONAL INSTITUTIONS
1970-71 (U.S. Office of Education)

Field of Study	B.A. and first professional		M.A.		Ph.D.	
	Women	Men	Women	Men	Women	Men
Agriculture, natural resources	539	12,171	144	2,314	31	1,055
Architecture, environmental design	667	4,911	234	1,481	3	33
Biological sciences	10,571	25,462	1,943	3,812	595	3,050
Business management	10,805	105,906	1,045	25,609	23	787
Communications	3,813	6,989	642	1,214	19	126
Computer and information sciences	324	2,064	164	1,424	3	125
Education	132,236	45,402	50,020	39,047	1,355	5,043
Engineering	403	49,954	185	16,272	23	3,615
Fine and applied arts	18,169	12,278	3,165	3,513	138	483
Foreign languages	15,285	5,148	3,126	1,653	297	484
Health professions						
Nursing	12,029	245	1,511	31	1	6
Pharmacy	951	3,642	40	154	1	93
Dentistry (DDS or DMD)	46	3,731	--	--	--	--
Medicine (MD)	829	8,157	--	--	--	--
Home Economics	10,970	301	1,365	88	75	48
Law	1,320	16,877	46	909	--	20
Letters	44,782	26,616	7,328	5,415	567	1,849
Library sciences	932	81	5,713	1,315	11	28
Mathematics	9,494	15,424	1,524	3,677	93	1,106
Military sciences	1	356	--	3	--	--
Physical Sciences						
Chemistry	2,095	9,088	492	1,792	173	1,987
Physics	343	4,733	152	2,042	43	1,439
Psychology	17,037	21,117	1,651	2,787	427	1,355
Public affairs and services	4,566	4,737	4,099	4,307	43	135
Social sciences						
Economics	1,912	14,046	262	1,735	53	668
History	15,749	29,182	1,693	3,476	120	871
Pol: science, govt.	5,564	22,072	479	1,839	85	615
Sociology	19,959	13,703	677	1,132	119	455
Theology	1,135	7,664	661	2,049	6	306
Interdisciplinary studies	4,1??	9,967	600	1,106	14	77
TOTAL	370,000	513,975	92,896	138,590	4,579	26,534

APPENDIX E

Experimental Instrumentation:
Sexual Stereotyping and Curriculum/Career Choice

Dear Participant:

We are engaged in a project to determine the perceived differences between various curricula and various cognitive and non-cognitive attributes of persons who major in those curricula. This questionnaire asks your opinion about some of these dimensions. You can help by comparing these dimensions to each other to tell how similar or dissimilar they are to you.

Just as we can measure the distance between two physical objects in terms of inches, yards, meters, etc., we can also measure the difference (dissimilarity) between two behaviors or traits in a like manner. Differences between two traits are measured in units such that the more dissimilar two traits are, the more units they are apart from one another. Two traits that are the same, then, would be zero (0) units apart.

To help you to judge how large a unit is, assume that the physical sciences and the biological sciences are 100 units apart. Try to keep this difference in mind when comparing pairs or words. If two words are further apart than the physical sciences and biological sciences, write a number larger than 100. If you think the two words are not as different, use a smaller number. You may write any number you want.

There are no correct or incorrect answers, only your judgement of the differences. We realize that these judgements are difficult to make. Please make the best estimate that you can. To further help you, you might keep the following in mind: sometimes two words seem very far apart, such as good and bad, but it is often the case that there are other words that are even further apart, such as very good and very bad.

Your cooperation is most appreciated!

****

CODE_____ DATE_____ M_____ F_____

	UNITS
Responsible and Female	
Responsible and Quantitative Skills	
Responsible and Majoring in Agriculture	
Responsible and Sensitive	
Responsible and Flexible	
Responsible and Empathetic	
Responsible and Verbal Skills	
Responsible and Majoring in Biological Sciences	
Responsible and Initiative	
Responsible and Majoring in Engineering	

	UNITS
Female and Verbal Skills	
Female and Majoring in Biological Science	
Female and Initiative	
Female and Majoring in Engineering	
Female and Curious	
Female and Majoring in Nursing	
Female and Majoring in Social Science	
Female and Analytical Skills	
Female and Male	
Quantitative Skills and Majoring in Agriculture	

ASSUME THAT PHYSICAL SCIENCES AND BIOLOGICAL SCIENCES ARE 100 UNITS APART

	UNITS
Responsible and Curious	
Responsible and Majoring in Nursing	
Responsible and Majoring in Social Science	
Responsible and Analytical Skills	
Responsible and Male	
Female and Quantitative Skills	
Female and Majoring in Agriculture	
Female and Sensitive	
Female and Flexible	
Female and Empathetic	

	UNITS
Quantitative Skills and Sensitive	
Quantitive Skills and Flexible	
Quantitative Skills and Empathetic	
Quantitative Skills and Verbal Skills	
Quantitative Skills and Majoring in Biological Science	
Quantitative Skills and Initiative	
Quantitative Skills and Majoring in Engineering	
Quantitative Skills and Curious	
Quantitative Skills and Majoring in Nursing	
Quantitative Skills and Majoring in Social Science	

CODE_____ DATE_____ M_____ F_____

	UNITS
Quantitative Skills and Analytical Skills	
Quantitative Skills and Males	
Majoring in Agriculture and Sensitive	
Majoring in Agriculture and Flexible	
Majoring in Agriculture and Empathetic	
Majoring in Agriculture and Verbal Skills	
Agriculture and Biological Science	
Majoring in Agriculture and Initiative	
Agriculture and Engineering	
Majoring in Agriculture and Curious	

	UNITS
Sensitive and Curious	
Sensitive and Majoring in Nursing	
Sensitive and Majoring in Social Science	
Sensitive and Analytical Skills	
Sensitive and Males	
Flexible and Empathetic	
Flexible and Verbal Skills	
Flexible and Majoring in Biological Science	
Flexible and Initiative	
Flexible and Majoring in Engineering	

ASSUME THAT PHYSICAL SCIENCES AND BIOLOGICAL SCIENCES ARE 100 UNITS APART

	UNITS
Agriculture and Nursing	
Agriculture and Social Science	
Majoring in Agriculture and Analytical Skills	
Majoring in Agriculture and Males	
Sensitive and Flexible	
Sensitive and Empathetic	
Sensitive and Verbal Skills	
Sensitive and Majoring in Biological Science	
Sensitive and Initiative	
Sensitive and Majoring in Engineering	

	UNITS
Flexible and Curious	
Flexible and Majoring in Nursing	
Flexible and Majoring in Social Science	
Flexible and Analytical Skills	
Flexible and Males	
Empathetic and Verbal Skills	
Empathetic and Majoring in Biological Science	
Empathetic and Initiative	
Empathetic and Majoring in Engineering	
Empathetic and Curious	

CODE_____ DATE_____ M_____ F_____

	UNITS
Empathetic and Majoring in Nursing	
Empathetic and Majoring in Social Science	
Empathetic and Analytical Skills	
Empathetic and Males	
Verbal Skills and Majoring in Biological Science	
Verbal Skills and Initiative	
Verbal Skills Majoring in Engineering	
Verbal Skills and Curious	
Verbal Skills and Majoring in Nursing	
Verbal Skills and Majoring in Social Science	

	UNITS
Initiative and Curious	
Initiative and Majoring in Nursing	
Initiative and Majoring in Social Science	
Initiative and Analytical Skills	
Initiative and Males	
Majoring in Engineering and Curious	
Engineering and Majoring in Nursing	
Engineering and Majoring in Social Science	
Majoring in Engineering and Analytical Skills	
Majoring in Engineering and Male	

ASSUME THAT PHYSICAL SCIENCES AND BIOLOGICAL SCIENCES ARE 100 UNITS APART

	UNITS
Verbal Skills and Analytical Skills	
Verbal Skills and Males	
Majoring in Biological Science and Initiative	
Biological Science and Engineering	
Majoring in Biological Science and Curious	
Biological Science and Nursing	
Biological Science and Social Science	
Majoring in Biological Science and Analytical Skills	
Majoring in Biological Science and Males	
Initiative and Majoring in Engineering	

	UNITS
Curious and Majoring in Nursing	
Curious and Majoring in Social Science	
Curious and Analytical Skills	
Curious and Males	
Majoring in Nursing and Majoring in Social Science	
Majoring in Nursing and Analytical Skills	
Majoring in Nursing and Males	
Majoring in Social Science and Analytical Skills	
Majoring in Social Science and Males	
Analytical Skills and Males	

APPENDIX F

President Tietz' Letter to Department Heads

Regarding Sex Stereotyping Workshop

MSU

OFFICE OF THE PRESIDENT

MONTANA STATE UNIVERSITY, BOZEMAN 59715

December 1, 1977

TO: Selected Department Heads/Director

FROM: William J. Tietz Bill Tietz

SUBJECT: Retreat on Attitudinal and Behavorial Change -- Fairmont Hot Springs

Montana State University has been fortunate enough to receive an HEW grant for an experimental program designed to determine and modify attitudes and behavorial patterns involved in sex role stereotyping and sex bias in vocational choice. This is an area of considerable national interest, with important local implications. Although there is a strong tendency to disclaim personal tendencies to bias and stereotyping, all the evidence is to the contrary. Such evidence suggests that we react in a way that inhibits our acceptance of the non-traditional status of the sexes. In order to help understand this problem, the HEW people have provided funding for a workshop and we encourage each recipient of this letter to participate in the program, both for your own and the corporate benefit of MSU. The leaders of the retreat come to us with outstanding credentials and reputations (vitas attached). Additionally, you will be able to enjoy a pleasant day and a half at Fairmont Hot Springs, all costs defrayed by the project (personal liquor bills excepted).

The retreat will begin at 5:00 p.m., Thursday, January 5, with a supper of your choice. A work session follows from 7:00 - 10:00 p.m. and will continue on Friday, January 6, from 9:00 a.m. - 5:00 p.m. (see abstract). It is important that our top leaders receive this opportunity for professional and personal development.

If you have any questions, contact Dr. Peggy Leiterman-Stock in the Dean of Students' office at Extension 2826. More importantly, by December 9, call Dr. Leiterman-Stock to volunteer and make your reservations. Please give this a high priority.

WJT:mk

TELEPHONE (406) 994-2341

ABSTRACT

ATTITUDINAL AND BEHAVIORAL CHANGE OF ADVISORS AND STUDENTS:
SEX ROLE STEREOTYPING AND SEX BIAS IN VOCATIONAL CHOICE

The Office of Student Affairs at Montana State University has recently received HEW funds in the amount of $24,802 to conduct a research project administered by Dr. Peggy Leiterman-Stock, Assistant Dean of Students. This project will run the duration of the 1977-78 school year.

The objectives of the project are as follows:

1. To reduce sex bias and stereotyping with regards to career in students participating in the project.

2. To reduce sex bias and stereotyping in heads of departments participating in the project.

3. To reduce unconscious sexist behavior of heads of departments in the advising function.

4. To increase exploration of non-traditional career options initiated by heads of departments during advisor-student conferences.

5. To increase numbers of students entering non-traditional fields.

To achieve these goals the study will focus on investigating if presentation of current information on men and women, their achievement patterns and the world of work, coupled with examination of one's stereotyping and biases, can effect both attitudinal and behavioral change of students and department heads who participate in the study. The project will be limited to studying the effects of the intervention strategies on volunteers from heads of departments and Montana State University students.

The intervention strategy used to implement change of attitudes and behavior of students will be a series of six (6) three-hour career/life planning workshops (18 hours total) designed to assist students in discovering their interests, strengths and weaknesses, values, life-style choices, and examination of their

own sex bias and stereotypes with regards to career choice. The workshop format consists of four to five students working with a trained facilitator in a series of structured exercises designed to assist students in exploring the above.

A validated measurement instrument will be administered to both the advisor and student populations before and after the workshops.

This instrument, by nature of the questions it asks, may be found to be a treatment in and of itself. Thus, the research design will employ the Randomized Solomon Four Group Design (Design 3) which will allow for examination of the effects of the pretest on the student subjects as well as the effects of the intervention strategy.

The design will be as follows:

Randomized Solomon Four-Group Design*

Subjects	Pretest	Treatment	Post Test
1/	X	X	X
2/	X		X
3/		X	X
4/			X

In this design, two unpretested groups (3 and 4) are added to a two-group design. As the subjects are randomly assigned to the four groups, it is possible to assume that the pretest scores for groups 3 and 4 would be similar to the pretest scores of groups 1 and 2. Since groups 3 and 4 are not pretested, there is no interaction between the treatment and the effects of the pretest reflected in the post test scores. Thus, it is possible to examine the effects of the pretest on the subjects when compared with the groups not receiving the pretest.

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*Dalen, Deobold, and William Meyer, Understanding Education Research, New York: McGraw-Hill, 1962, pp. 266-267

The advisor group (heads of departments) will also be tested but the procedure will be limited to a two-test design. A pretest and post test will be administered to all those who volunteer to participate in the study. A treatment and control group will be identified by random sampling procedure from those who volunteer to be in the study.

In order to assess behavior as well as attitudinal change, an Advisor-Student Rating Scale will be developed in this study. Students participating in the workshops will be provided rating forms which they will complete after conferring with department heads.

Sensitivity of the subject matter of this study and the prominence of the Montana State University staff involved demands that strict confidentiality be maintained in the use and analysis of Advisor-Student Rating Scales as well as the Attitude Index. Procedures will be developed that provide maximum anonymity of participants.

The intervention training for heads of departments will focus on becoming aware of one's own stereotyping around women and the world of work as well as unconscious sexist behaviors exhibited during the advising process.

Current career information, especially in non-traditional fields for men and women, will also be presented. The department heads workshops will consist of a 1½-day workshop retreat at Fairmont Hot Springs, January 5-6, 1977, with two subsequent four-hour seminars on campus later during the school year. The retreat workshop will be conducted by Dr. Rosabeth Moss Kantor, Yale professor, and her associate, Dr. Barry Stein, outstanding consultants and academicians in their field.

APPENDIX H

1. Instructions regarding Student-Advisor Rating Scale

2. Student-Advisor Rating Scale.

FACILITATORS:

This questionnaire is designed to examine conscious and unconscious sexist behavior in academic advising. Please instruct the students to not disclose the content of the questionnaire and preferably not disclose its use. Other students may be seeing the same faculty members and disclosure would contaminate the research if the faculty members are aware they are being rated at this time.

In your small groups discuss the nature of the questionnaire and ask that each of the members of the group select two faculty members to interview within the next week before the group meets again. The students will be required to choose at least one faculty member from each list. (A & B) Additional forms will be provided for those students who would like to see more than two faculty members.

It is best if the student make and appointment with the faculty member rather than just "dropping in". Give them the telephone number and building at which the faculty member may be reached. Have the students return the questionnaires to you next week.

Although this questionnaire is designed for research purposes the interviews are for the student's benefit. Exploration of various curriculums/careers, the process of inquiry and interviewing techniques are all useful to the student interested in life/career planning. Encourage them to use this exercise to their best advantage.

Thank you.

Judith A Wiseman

STUDENT-ADVISOR RATING SCALE

Student's Name _____

Age _____
Sex _____
Curriculum _____

Name of Faculty Member _____

DIRECTIONS:

Many of the questions in this questionnaire can be answered by checking the degree of agreement you have with each statement. An example is provided for your assistance:

EXAMPLE

Men and Women are physically different.

Strongly Agree	Agree	Disagree	Strongly Disagree
(SA)	A	D	SD

1. It was easy to see this faculty member.

   SA A D SD

2. The faculty member kept his/her appointment (when made in advance).

   yes no

3. The faculty member was prompt for our meeting.

   yes no

4. I talked to the faculty member _____ minutes.

5. I spoke to the faculty member _____% of the time. The faculty member spoke to me _____% of the time during our meeting. (Should equal 100%.)

6. The faculty member made a remark or remarks which made me feel as if he/she were doing me a favor in seeing me.

   SA A D SD

7. The faculty member did not put down what he/she was doing when I came in and turn his/her attention to me completely.

   SA A D SD

8. The faculty member acted cold and distant and paid little attention to what I was saying.

   SA A D SD

Strongly Agree	Agree	Disagree	Strongly Disagree
SA	A	D	SD

9. The faculty member made me feel as if I was wasting his/her time. He/She fiddled with their pen, shuffled papers and doodled during the interview.

SA A D SD

10. The faculty member listened to me.

SA A D SD

11. I felt that I was talked to by the faculty member rather than being talked with during this meeting.

SA A D SD

12. The faculty member interrupted me as I talked and took over the conversation.

SA A D SD

13. The faculty member talked more about themselves or other things than about me and my questions and concerns.

SA A D SD

14. The faculty member kept throwing in funny remarks when I was trying to be serious.

SA A D SD

15. I liked the faculty member as a person.

SA A D SD

16. The faculty member seemed to be "talking down" to me in a condescending manner.

SA A D SD

17. The faculty member demonstrated a relaxed body position during the interview.

SA A D SD

18. The faculty member closed the door to their office during our meeting.

SA A D SD

19. The faculty member seemed rushed for time, for example, made comments about their "busy day".

SA A D SD

Strongly Agree	Agree	Disagree	Strongly Disagree
SA	A	D	SD

20. The faculty member allowed interruptions to take place during the interview, for example, incoming calls and people "stopping by".

SA A D SD

21. I felt at ease with the faculty member.

SA A D SD

22. The faculty member treated me like an adult.

SA A D SD

23. The faculty member maintained good eye contact during the session.

SA A D SD

24. The faculty member encouraged me.

SA A D SD

25. The faculty member made jokes or comments with a sexual overtone.

SA A D SD

26. The faculty member looked at his/her watch several times during our interview.

SA A D SD

27. The faculty member helped me to explore non-traditional as well as traditional curriculums and career choices.

SA A D SD

28. When discussing non-traditional career choices the faculty member emphasized problems and difficulties I might face in a career not normally associated with my sex.

SA A D SD

29. The faculty member asked questions of me concerning my plans for marriage and family.

SA A D SD

30. The faculty member discouraged me from considering a career in a field dominated by the opposite sex.

SA A D SD

Strongly Agree	Agree	Disagree	Strongly Disagree
SA	A	D	SD

31. The faculty member gave "advice" almost immediately -- not spending my time exploring the subject, my interests or feelings toward the matter.

SA A D SD

32. The faculty member suggested possibilities for advanced degrees in the areas of my interest.

SA A D SD

33. I believe I would have been treated differently had I been a member of the opposite sex.

SA A D SD

34. The faculty member seemed to understand my point of view.

SA A D SD

35. The faculty member was enthusiastic when talking to me.

SA A D SD

36. The faculty member referred me to appropriate sources for further information.

SA A D SD

37. At the end of the interview the faculty member offered me an opportunity to return for another interview.

SA A D SD

38. I would be willing to return to this faculty member for help in the future.

SA A D SD

COMMENTS:

APPENDIX I

1. Fairmont Hot Springs Workshop Retreat Evaluation Form

2. Fairmont Hot Springs Workshop Retreat Evaluation Summary

FAIRMONT HOT SPRINGS WORKSHOP RETREAT
Evaluation Form

Evaluation

Participants:

In order that an evaluation may be made of this workshop, we are requesting your assistance. Please rate the aspects of this workshop on a scale of 1-5 with 1 being best possible and 5 being very negative. Please circle your response.

1.	The work of the consultants may be rated as -	1	2	3	4	5
2.	In terms of learning more about myself, I found this workshop to be -	1	2	3	4	5
3.	In terms of learning about sex roles and sex role stereotyping, I found this workshop to be -	1	2	3	4	5
4.	The accommodations for this workshop (rooms, food, recreation, etc.) were -	1	2	3	4	5
5.	My overall impression of the workshop was -	1	2	3	4	5

Evaluation of Total Retreat

Please read all of the following statements. Then circle the letter in front of those that state how you feel about the retreat as a whole.

a. It was one of the most beneficial workshops/seminars that I have attended.
b. Exactly what I wanted.
c. I hope we have another one in the near future for other faculty and administrators.
d. It provided the kind of experience that I can apply to my own situation.
e. It helped me personally.
f. I think it served its purpose.
g. It had some merits.
h. It was fair.
i. It was neither very good nor very poor.
j. I was mildly disappointed.
k. It was not exactly what I wanted.
l. It was too general.
m. I am not taking any new ideas away.
n. It didn't hold my interest.
o. It was much too superficial.
p. I left dissatisfied.
q. It was very poorly handled.
r. I didn't learn a thing.
s. It was a complete waste of time.

In one sentence, please summarize your current thinking about the workshop -

_____

_____

_____

In regard to the time spent in recreation and getting to know other folks, there was: _____too much_____too little_____about enough.

Would you like to participate in another workshop which started where this one left off? _____Yes _____No

What was the major strength of the retreat?

What was the major weakness of the retreat?

If, with the stroke of your pen, you could change anything about the retreat, what would it be?

Will you do anything differently in your own leadership position as a result of this retreat? If yes, what?

FAIRMONT HOT SPRINGS
WORKSHOP RETREAT
EVALUATION SUMMARY

The first five questions in the workshop evaluation deal with various aspects of the workshop. A scale from one to five is used with one being the best possible answer and five being very negative. (? means those who did not designate their sex on the questionnaire.)

1. Question: The work of the consultants may be rated as:

Responses of:	very positive 1	2	3	4	very negative 5
Males	3	8	1	1	0
Females	8	1	0	0	0
?	3	2	0	0	1
Total	14	11	1	1	1

2. Question: In terms of learning more about myself I found this workshop to be:

Responses of:	very positive 1	2	3	4	very negative 5
Males	1	7	5	0	0
Females	0	1	6	2	0
?	1	4	1	0	0
Total	2	12	12	2	0

3. Question: In terms of learning about sex roles and sex role stereotyping, I found this workshop to be:

Responses of:	very positive 1	2	3	4	very negative 5
Males	2	8	2	1	0
Females	0	7	1	1	0
?	3	2	0	1	0
Total	5	17	3	3	0

4. Question: The accomodations of this workshop (rooms, food, recreation, etc.) were:

Responses of:	very positive 1	2	3	4	very negative 5
Males	4	6	2	1	0
Females	3	5	1	0	0
?	4	2	0	0	0
Total	11	13	3	1	0

5. Question: My overall impression of the workshop was:

Responses of:	very positive 1	2	3	4	very negative 5
Males	2	9	1	1	0
Females	4	5	0	0	0
?	3	2	0	1	0
Total	9	16	1	2	0

EVALUATION OF TOTAL RETREAT This section of the workshop evaluation allows the participant to choose statements that reflect the way in which they feel about the retreat as a whole. The statements will be listed with the numbers of males, females & ?'s. (Those with no sex designation on the questionnaire)

	Males	Females	?
a. It was one of the most beneficial workshop/seminars that I have attended.	2	3	3
b. Exactly what I wanted.	1	1	0
c. I hope we have another one in the near future for other faculty and administrators.	7	8	1
d. It provided the kind of experience that I can apply to my own situation	7	6	4
e. It helped me personally.	9	7	5
f. I think it served its purpose.	6	7	5
g. It had some merits.	4	1	2
h. It was fair.	4	2	1
i. It was neither very good nor very bad.	0	0	0
j. I was mildly disappointed.	1	0	0
k. It was not exactly what I wanted.	0	0	0

		Males	Females	?
l.	It was too general.	1	0	0
m.	I am not taking any new ideas away.	0	0	0
n.	It didn't hold my interest.	0	0	0
o.	It was much too superficial.	2	0	0
p.	I left dissatisfied.	0	0	0
q.	It was very poorly handled.	0	0	0
r.	I didn't learn a thing.	0	0	0
s.	It was a complete waste of time.	0	0	0

The next section allows the participant to summarize in their own words their thinking about the workshop.

Males

1. It was interesting, stimulating and gave me some food for thought.

2. Lots of information about how people exist in organizations but more is needed on how to deal with sex roles which get in the way of professional working arrangements.

3. High beginning expectations, slight letdown as substance was delivered.

4. Reasonably good - not enough one to one.

5. I finished with more questions than answers to my old ones; tho this is good. (also - learn to spell sentence.)

6. Supurb - Scientific, Realistic, very much needed by staff & students alike. It has great potential benefits to MSU. Enrollment-wise, Budget-wise and in terms of life satisfaction for staff & students.

7. As much as goals were not stated, evaluation must be based on something else. If that something else is affect- I feel good about the workshop.

8. Many problems and ideas advanced but few expert solutions given by coordinators. Found out most from interaction with peers. Don't need expensive outsiders for this.

9. I believe it provided us with a better insight into some of my own beliefs on the issue at hand. Think should provide some guidelines for self improvement.

10. We need to exchange ideas with persons from the wide variety of staff presented here.

11. Many difficult questions were discussed-Affirmative Action policies are the issue and the mechanisms for implementation were not discussed.

12. I now can appreciate for the first time the problem of women and minorities when entering a new job or role.

13. A useful experience for most present, I believe.

Females

1. It was an excellent opportunity to open the door for a continuing dialog which needs to be pursued.

2. I think the men were (pleasantly) surprised to find that the women participants did not have pat answers and solutions; we were also surprised that the men were not more defensive.

3. It brought into the open many ideas & assumptions & allowed an opportunity for them to be discussed. Made inroads of awareness.

4. Fascinating, beneficial. Meeting and learning with people is always rewarding. The experience can't help but be good for MSU as a whole.

5. It was well done and I enjoyed the interactions with others.

6. Very well done, much useful information dispersed, good opportunity to get to know other faculty members, some opportunity for self evaluation.

7. I enjoyed the interactions with both men and women.

8. Surprised & pleased about the open minded approach to the issues - lack of defensiveness on part of males.

9. It was an exciting experience in having contact with the consultants and the interaction with other department heads.

?

1. Too many of the same kind of people patting each other on the back.

2. An important learning experience that should be shared with the entire faculty.

3. It heightened my awareness, raised my consciousness of the problem.

4. It seemed beneficial to me, conducted with taste and informative.

5. Excellent.

6. In general it was well done and worthwhile. It was a little too long for the amount of material covered. I felt a drag from 3:00 on.

The next section of the workshop evaluation allows the participant selection from 3 responses on the first question and 2 responses on the second question. Number of responses from males, females, & ?'s will be tabled.

1. Question: In regard to the time spent in recreation and getting to know other folks, there was:

_____about enough _____too much _____too little

Responses:	Males	Females	?
Too much -	0	1	0
Too little -	0	0	3
About enough -	13	8	3

2. Question: Would you like to participate in another workshop which started where this one left off? _____yes _____no

Responses:	Males	Females	?
Yes -	12	9	2
No -	1	0	2

The next section of the workshop evaluation again allows the participants to answer questions in their own words.

1. Question: What was the major strength of the retreat?

Males

1. The opportunity for open frank discussion.
2. Learning that women have much the same aspirations, feelings and attitudes that men have.
3. Facilitated exchange of ideas.
4. Encouraged awareness.
5. Getting to know the feelings of both the men and women participants.
6. Quality of staff & high intellectual participation.
7. Method of interaction.
8. Interaction with others at MSU.
9. The ideas brought forth by the consultants.
10. The variety of personal ideas.
11. Rosabeth's talk Thursday P.M.

12. Exchange of ideas.

13. Opportunity to get to know others present in terms of sex stereotyping.

Females:

1. The stimulation of the consultants - variety of ways of initiating discussion.

2. Emphasis on dialogue.

3. Having opportunity to talk about subjects that are generally not openly discussed, i.e. sexual feelings.

4. Interaction.

5. It was away from Bozeman which allowed people to be more free possibly. The consultants were excellent & employed successful techniques to get people to interact.

6. Opportunity to exchange ideas with other faculty with a workable framework of cognitive information.

7. It isolated us from immediate work pressures and allowed us some time for leisurely conversation.

8. Openess and willingness to participate of everyone who attended.

9. The openess and willingness to share on the part of male participants.

?

1. Rosabeths discussion on power.

2. Trust.

3. Openess, frankness of the participants.

4. Acquaintances.

5. Small group discussions and getting to know colleagues in a relaxed atmosphere.

6. The interaction of staff.

2. Question: What was the major weakness of the retreat?

Males:

1. Timing, a class day in first week of quarter.

2. Not long enough.

3. Substancial resources of the two leaders not tapped.

4. Too many hours on Friday.

5. Not geared toward the major goal of the university i.e. working with students.

6. Extension, Agriculture & Engineering too sparingly represented.

7. Somewhat diffuse in purpose.

8. Sociological approach which leaves out plausible solutions.

9. Not enough of ideas brought forth by consultants.

10. Women & men were too uniform in opinions.

11. A bit too long.

Females:

1. Disappointment that we can't come away with all tools we need to effect change.

2. Too long a "sitting time" the last afternoon, a break & swim, then returning for an evening session would have stimulated the group.

3. The representation was good but a few dynamites were left at home - wish they were here.

4. Too short.

5. Too little time.

6. No major weakness.

7. Too much time spent generating & writing down lists.

8. Too short.

?

1. Too many like minded people.

2. Fatigue during the afternoon session.

3. Too hectic.

4. Too long for material covered.

3. Question: If, with the stroke of your pen, you could change anything about the retreat, what would it be?

Males:

1. Timing.

2. Nothing.

3. More direct info, comparative by leaders.

4. Can't think of anything now.

5. Longer with definate plans for 2 or 3 year followup.

6. Nothing.

7. Move it to campus and get local people involved. Make attendance manditory and during working hours.

8. Not enough ideas brought forth by the consultants.

9. A more diverse group.

10. Stop at 4 o'clock.

11. A little more time for informed discussion a evening session would have been enjoyable and beneficial.

Females:

1. Mandatory co-ed swimming.

2. I would be more knowledgable about these issues before the workshop started.

3. Last longer.

4. Extend it to two full days.

5. I thought it was well done and would not like to change anything major.

6. More input from consultants. More large group discussion as people get to know one another better.

7. The attitude of those who work at Fairmont.

?

1. Have more opportunity to meet different people.

2. One half day longer to spread out process and provide a bit more informal interaction.

3. Eliminate my hangover.

4. More leisure.

4. Question: Will you do anything differently in your own leadership position as a result of this retreat? If yes, what?

Males:

1. At least give more thought to the problems discussed which I was predominately insensitive to previously.

2. Yes - Listen better.

3. Be more systematically conscious of stereotyping on my part, induce others to replicate experiment.

4. Probably no but . . .

5. I'll use much of the material in my classroom activities.

6. My attitude on many issues has changed or are under analysis. I have no leadership position except with student, which is fine.

7. Nothing concrete.

8. Yes - in counseling women students I will be more understanding of their conflicts.

9. Listen better.

Females:

1. I will initiate discussion with faculty and students on the issues that were raised here. I will think again about administrators and others I have to approach this quarter in relation to program planning.

2. Try to be more sensitive to reasons for resistance in individuals to separate their role from their individuality.

3. Be more aware of male colleagues "hang-ups" & try to respond to these in a more positive manner. Make more "statements" & not phrase them in form of questions.

4. Yes - be more aware, be more encouraging to advancement of my staff. (educationally etc.)

5. No, I'm already using many techniques to try to eliminate stereotyping thinking by all people.

6. Make certain that members of my department hear about it, incorporate some of this information in my class.

7. I need to reflect, but I can't see any changes yet.

8. Not sure.

9. Be more emphathetic with males.

?

1. No

2. Yes, think about role model to exemplify for my students and colleagues.

3. Probably not.

4. Perhaps more sensitive; more understanding. I don't think my basic attitudes were changed or that they needed changing.

5. Be more sensitive.

6. I'm sure this experience will affect how I advise students and work with staff in the future.

APPENDIX J

1. Holiday Inn Workshop Format and Design
2. Holiday Inn Workshop Evaluation Form
3. Holiday Inn Workshop Evaluation Summary

Holiday Inn Workshop Format and Design

Lynda Brown, E.O.O.
109 Main Hall, University of Montana
Missoula, Mt 59801

3:15 - 3:30 Purpose of workshop -

1. Continue examining our personal attitudes about male & female roles.
2. Look at these attitudes in terms of their impact on campus leadership roles.
3. Your roles as teacher/advisor.

Confidentiality

1. mine--consultants' issues regarding confidentiality
2. yours--participants' issues regarding confidentiality

3:30 - 4:00

1. For our first exercise, I want you to think about two statements for a few minutes. Make a mental list of what comes to mind.

Women: Sometimes I wish I were a man because ...
I'm glad I am a woman because...

Men: Sometimes I wish I were a woman because...
I'm glad I am a woman because...

Now write down the responses that came to mind. Move into groups of four and share your reactions.

General Sharing.

Could your complete the statements?
Were your lists short?
Did most of your answers relate to your personal or professional life?

2. Let's look some more at you personally. Think about what you're doing now. Look back to growing up--you as a child, high school. College. At some point you made a career choice or perhaps several. Various people influenced you. Who were they? Perhaps other factors determined your future. What were those? Now, pretend for a minute that you are of the opposite sex. Look back at your past. What would your career have been? Would you be doing something different from what you're doing now (or have done). Why?

Move into different groups of four and share.
General: How many of you feel you would have had a different career?

3. Now let's look at you here at MSU. You are advisors or teachers and have contact with students.

   A sophomore woman comes in to see you. She's been planning to be a veterinarian, doing very well in both natural & physical sciences. She tells you she's just become engaged to a promising young musician. She thinks she should switch to nursing so she can support herself and her fiancee sooner so he has time to compose. She can also be more mobile & follow him wherever he needs to go. Her interest tests support her desire to be in veterinary medicine. But her nursing scores and those for other social occupations are low.

   What do you do with her?
   Move into groups of 3 and discuss the situation you and she are faced with.
   What is your role in her decision?

4. You've come to your office today and are checking today's appointment calendar. You notice at 10 a.m. Terry Jones is coming to see you. Your secretary informs you that Terry wants to discuss an academic problem.

   It is 10 am Terry is there to see you.

   1. Do you anticipate a male or female student? Why one rather than the other?
   2. Is the door open or closed?
   3. How do you sit? Where do you sit? Where is Terry?
   4. How do you begin?

   Females: How many of you thought Terry would be female?
   Males: Male?

   Terry wanted to report a case of sexual harrassment by a professor, would you have expected a male or female student? Why?

   Move into groups of three and share . I want you to discuss your responses to my questions and also to think and discuss how, in your work with students, you treat males and females differently. (Eg. Closing the door, the language you use, eye contact)
   What differences do you percieve that cause you to treat male and female students differently.

5:30 - 6:00

5. Let's move out of your student world and into your administrative one.

   <u>Job Sharing</u>

   Again, move into groups of 3 and discuss the situation.

What is your opinion?

General Sharing:
How many of you think it would work? Why or why not?

Pre Dinner

During dinner, I'd like you to think and talk about a statement made at a conference this year.

Students come to college as girls but fail to leave as women. Do you agree or disagree?

How about the statement--Students come to college as boys but fail to leave as men. Yes or No?

If the answers are not both yes or both no, why is there a difference.

How do you see your role in altering either statement. Discuss your responsibilities to students and to others on the campus.

7:00 - 8:00

Strengths and Weaknesses

List your specific strengths and weaknesses in your relationships with the other sex--faculty or students.

Strengths	Weaknesses

Hold your lists up, walk around and into groups of three. Look and compare. Ask people who know you and work often with you if you've been perceptive and realistic about yourself. Discuss how you will make your weaknesses less so. Write down action strategies for changing.

Return to your big group and let's look at actions we each were take to improve our relationship with members of the opposite sex.

8:00 - 8:15

Coffee Break

8:15 - 9:00

Your mission is to develop a program to change sex role attitudes among the MSU staff. Move into groups of six. Develop a flexible strategy with clear and measurable outcomes for effecting change next year. We'll return to our groups at 9 to compare notes and come up with master strategies.

9:00 - 9:30

Select a spokesman. Note common strategies, realistic or not.

9:30 - 10

Evaluation.

Consider
Hindering Forces - Facilitating Forces

How to communicate desire for change?

How much responsibility will you take for creating the change?

How to measure change?

HOLIDAY INN WORKSHOP RETREAT
Evaluation Form

1. EVALUATION

Participants: ___ Male ___ Female

In order that an evaluation may be made of this workshop, we are requesting your assistance. Please rate the aspects of this workshop on a scale of 1-5 with 1 being best possible and 5 being very negative. Please circle your response.

	Very Positive				Very Negative
1. The work of the consultants may be rated as	1	2	3	4	5
2. In terms of learning more about myself, I found this workshop to be	1	2	3	4	5
3. In terms of learning about sex roles and sex role stereotyping, I found this workshop to be	1	2	3	4	5
4. The accommodations for this workshop (food, etc.) were	1	2	3	4	5
5. My overall impression of the workshop was	1	2	3	4	5

2. EVALUATION OF TOTAL RETREAT

Please read all of the following statements. Then, circle the letter in front of those that state how you feel about the workshop as a whole.

a. It was one of the most beneficial workshops/seminars that I have attended.
b. Exactly what I wanted.
c. I hope we have another one in the near future for other faculty and administrators.
d. It provided the kind of experience that I can apply to my own situation.
e. It helped me personally.
f. I think it served its purpose.
g. It had some merits.
h. It was fair.
i. It was neither very good nor very poor.
j. I was mildly disappointed.
k. It was not exactly what I wanted.
l. It was too general.
m. I am not taking any new ideas away.
n. It didn't hold my interest.
o. It was much too superficial.
p. I left dissatisfied.
q. It was very poorly handled.
r. I didn't learn a thing.
s. It was a complete waste of time.

3. What was the major strength of the workshop?_____

_____

_____

4. What was the major weakness of the workshop?_____

_____

_____

5. If, with the stroke of your pen, you could change anything about the workshop, what would it be?_____

_____

_____

6. Will you do anything differently in your own leadership position as a result of this workshop? If yes, what?_____

_____

_____

7. Why did you sign up for this project? Please be specific._____

_____

_____

8. Will your skills, attitudes and behavior change as you work with students in the advising process as a result of these workshops? Yes___ No___
If yes, please specify in what ways._____

_____

_____

9. Could you have benefited more from this workshop material if it had occurred at a different point in your career? Yes___ No___ If yes please be specific._____

_____

10. Have your attitudes and/or behaviors changed as you deal with colleagues, male and female, as a result of these workshops? Yes___ No___ If yes, please specify in what ways._____

_____

_____

11. Are there any future training needs you personally anticipate regarding reduction of sexual stereotyping? Please specify._____

_____

_____

12. Are you still in contact with other workshop participants?

Rarely 1 2 3 4 5 Frequently

13. Do you initiate this contact or does it occur by chance? Specify._____

_____

14. How often does such contact provide:

	Seldom				Frequently
a. Support	1	2	3	4	5
b. Information on jobs	1	2	3	4	5
c. Professional information/assistance	1	2	3	4	5
d. Searches for female job applicants	1	2	3	4	5
e. Searches for male job applicants	1	2	3	4	5

15. How important is this contact to you?

a. Nice, but not critical_____

b. Useful_____

c. Absolutely essential_____

16. Estimate how many other women administrators/faculty there are on your campus at your level and higher._____What are their positions (if known)?_____

_____

17. Were they promoted internally or recruited from outside (please give routes to job if known)?_____

_____

_____

18. How adequate do you find this institution's efforts to enhance opportunity for women in administration?

Poor 1 2 3 4 5 Excellent

19. How adequate do you find this institution's effort to enhance opportunity for men in administration?

Poor 1 2 3 4 5 Excellent

20. How often does your job bring you into contact with (circle number that applies)

	Rarely				Frequently
a. Students	1	2	3	4	5
b. Male faculty	1	2	3	4	5
c. Female faculty	1	2	3	4	5
d. Male administrators	1	2	3	4	5
e. Female administrators	1	2	3	4	5
f. Other administrators through attendance at conferences, meetings, etc.	1	2	3	4	5

21. Do you feel that there have been any barriers to your career progress?

_____None

_____Some, but easy to overcome. Please specify._____

_____

_____

_____A great many, difficult to overcome. Please specify._____

_____

_____

Thank you for your time and cooperation!!

HOLIDAY INN WORKSHOP RETREAT

EVALUATION
SUMMARY

The first five sections of question #1 deal with various aspects of this workshop. A scale from one to five is used with one being the best possible answer and five being very negative.

1. EVALUATION

1. Question: The work of the consultant may be rated as:

Responses of:	Very Positive 1	2	3	4	Very Negative 5
Males	4	6	2	1	0
Females	2	5	1	0	0
TOTAL	6	11	3	1	0

2. Question: In terms of learning more about myself, I found this workshop to be:

Responses of:	Very Positive 1	2	3	4	Very Negative 5
Males	1	5	6	0	1
Females	0	4	3	1	0
TOTAL	1	9	9	1	1

3. Question: In terms of learning about sex role stereotyping, I found this workshop to be:

Responses of:	Very Positive 1	2	3	4	Very Negative 5
Males	3	5	4	0	1
Females	1	1	5	0	0
TOTAL	4	7	9	0	1

4. Question: The accomodations for this workshop (food, etc.) were:

Responses of:	Very Positive 1	2	3	4	Very Negative 5
Males	5	1	5	1	1
Females	0	5	2	0	1
TOTAL	5	6	7	1	2

5. Question: My overall impression of the workshop was:

Responses of:	Very Positive 1	2	3	4	Very Negative 5
Males	1	7	4	0	1
Females	1	5	2	0	0
TOTAL	2	12	6	0	1

The section that follows is an evaluation of the total retreat. It allows the participant to choose statements that reflect the way in which they feel about the retreat as a whole.

2. EVALUATION OF TOTAL RETREAT

		Males	Females
a.	It was one of the most beneficial workshop/seminars that I have attended.	1	1
b.	Exactly what I wanted.	0	0
c.	I hope we have another one in the near future for other faculty and administrators.	5	5
d.	It provided the kind of experience that I can apply to my own situation.	6	3
e.	It helped me personally.	4	4
f.	I think it served its purpose.	7	6
g.	It had some merits.	4	1
h.	It was fair.	4	1

		Males	Females
i.	It was neither very good nor very poor.	2	1
j.	It was mildly disappointing.	0	1
k.	It was not exactly what I wanted.	1	0
l.	It was too general.	1	0
m.	I am not taking any new ideas away.	1	0
n.	It didn't hold my interest.	0	0
o.	It was much too superficial.	0	0
p.	I left dissatisfied.	1	1
q.	It was very poorly handled.	0	0
r.	I didn't learn a thing.	1	0
s.	It was a complete waste of time.	1	0

The next section allows participants to summarize in their own words their impressions of the workshop.

3. WHAT WAS THE MAJOR STRENGTH OF THE WORKSHOP?

MALES

1. Freedom and structured participation by participants.
2. Frank discussion in groups involving persons of both sexes.
3. It forced me to examine my own opinions in light of the opinions of others.
4. Personal acquaintances.
5. Discussion with other participants.
6. Honesty of participants.
7. Individual interaction and expression of opinion.
8. Last item on what can be done to implement greater awareness at MSU.
9. Interaction with other faculty.
10. Exchanging ideas with others.
11. Considering the job-bias problems of women.
12. Discussion among peers that brought out differences in thinking on topics considered.

3. WHAT WAS THE MAJOR STRENGTH OF THE WORKSHOP? (cont.)

FEMALES

1. Got men and women talking about things we would never have talked about with each other normally.
2. The exercises to create self-evaluation and discussion.
3. Good interaction between participants facilitated by consultants.
4. Dialogue between faculty.
5. Interaction with colleagues.
6. Facilitating interpersonal communication.
7. Interaction with men faculty.
8. Openness of participants.

4. WHAT WAS THE MAJOR WEAKNESS OF THE WORKSHOP?

MALES

1. Timing - the week before finals, not a broad enough representation. i.e. heavily administration oriented.
2. Too narrowly conceived cases and work group assignments. Not enough time and planning about next steps.
3. No major weaknesses.
4. Too few people.
5. Issues were "old hat".
6. Somewhat superficial.
7. None.
8. A few individuals did not actively participate.
9. Too repetitious.
10. Rather superficial.
11. No housewives or working women off the street - too many university professors trained for tolerance and understanding.
12. No new material.
13. Not typical cross-section of people. Discussion too general.

FEMALES

1. Not enough men participating in this second session.
2. The male participant's attitudes toward sex roles and stereotyping female behaviors.

4. WHAT WAS THE MAJOR WEAKNESS OF THE WORKSHOP? (cont.)

FEMALES

3. People were a little tired after working all day.
4. Some repetition in the exercises - could have used more variation.
5. Too similar topic - wise to first retreat.
6. Covered some of the same ground we had discussed in January.

5. IF, WITH A STROKE OF YOUR PEN YOU COULD CHANGE ANYTHING ABOUT THE WORKSHOP, WHAT WOULD IT BE?

MALES

1. Hold it another time.
2. Tell me how to eliminate persons being O's aside from density.
3. Study laws and regulations that are biased and how to change them.
4. More specific data and statistics.
5. More time might have been helpful to develop the last topic toward an action program.
6. Better facilities with sound proof walls.
7. Longer - all day in order to generate intensive group rapport.
8. Ask the participants what they thought were the real questions.
9. Too few people.
10. Have one panel discussion with administrators, faculty and students as panelists as one part (@ 1 hour) of the program.
11. Better concept of the group change process.
12. Inclusion of junior staff and/or other professional persons - both sexes.
13. Not typical cross section of people. Discussion too general.

FEMALES

1. Have more of the original Fairmont participants in attendance.
2. Add some more people who need it.
3. Earlier in quarter. Higher attendance would have indirectly expressed interest and concern for situation - lack of attendance did the same, therefore. . .
4. An information session with the first consultants.

5. IF, WITH A STROKE OF YOUR PEN, YOU COULD CHANGE ANYTHING ABOUT THE WORKSHOP, WHAT WOULD IT BE? (cont.)

FEMALES

5. Environment
6. Make all department heads attend!

6. WILL YOU DO ANYTHING DIFFERENTLY IN YOUR OWN LEADERSHIP POSITION AS A RESULT OF THIS WORKSHOP? IF YES, WHAT?

MALES

1. Not really in a leadership position.
2. Better concept of the group change process.
3. Not much, mainly because I am not in a leadership position.
4. Not much tangible.
5. More sensitivity to role stereotyping in my counseling of students.
6. Yes, encourage more females into leadership positions.
7. I feel that this exposure will affect the way I handle class and staff situations.
8. Not certain.
9. I'll try to be attentive to see if I'm treating all people as equal.
10. Give my secretary more authority and recognition.
11. Yes - advocate stronger for women in my field.

FEMALES

1. Probably be more assertive in our impressing on others need to change behavior.
2. Yes, be aware - continue to strive for equal opportunities for students.
3. Maintaining open communication is a common problem - try to give feedback on workshop and occassionally discuss attitudes.
4. Increase my committment to advising students in a non-biased manner.
5. Try to be more effective in communicating needs of women.
6. Try to talk with more faculty about their concepts and awareness - to find if they see any sex discrimination at all.
7. Yes, double my effort to enlist the help of others in encouraging students in nontraditional roles and foster awareness.

7. WHY DID YOU SIGN UP FOR THIS PROJECT? PLEASE BE SPECIFIC.

MALES

1. Hear the job-bias problems; See if I were to be 'brainwashed".
2. I wanted to understand problems bothering the administration of its programs.
3. Attempt to find out more about subject.
4. I was invited to participate. (I'm glad I did.)
5. Curious - wanted to know if I was sexually biased.
6. I wanted to update my thinking on women's perception of problem.
7. Thought it might be interesting to see how others thought about questions of sex bias.
8. President's encouragement and trying to be broad-minded.
9. Desire to evaluate my own attitudes and seeing what the attitudes of others are.
10. Realized there were problems on campus and hoped to get new ideas.
11. Curiousity - Urging of Department Heads.
12. Curious about project.

FEMALES

1. I was delighted to be invited as one of the select.
2. I felt that I could help communicate some ideas about the changing role of women.
3. I realized the great need for discussion of this subject and identification of strategies for change.
4. Because I am interested in the subtle problems of discrimination and how other people see them.
5. Directly relates to my position and my concern and dedication to the development of opportunities for all students.
6. I'm interested in females being accepted as equals to men.
7. Interest.

8. WILL YOUR SKILLS, ATTITUDES AND BEHAVIOR CHANGE AS YOU WORK WITH STUDENTS IN THE ADVISING PROCESS AS A RESULT OF THESE WORKSHOPS?

MALES		FEMALES	
Yes	9	Yes	5
No	3	No	2
Uncertain	1	Uncertain	1

If yes, please specify in what ways.

8. WILL YOUR SKILLS, ATTITUDES AND BEHAVIOR CHANGE AS YOUR WORK WITH STUDENTS IN THE ADVISING PROCESS AS A RESULT OF THESE WORKSHOPS? (cont.)

MALES

1. I suspect I have some inward awareness of difficulties with regard to roles which could affect advising.
2. I will be a bit more willing to discuss "nontraditional" goals with female students.
3. I may be more aware of how females may feel - but I'm not sure the female participants were representive.
4. More sensitivity to role stereotyping in my counseling of students.
5. Tell it like it is to all comers.
6. Greater care in the way I speak. Trying to reduce number of biases I display.
7. I'll try to be more attentive.
8. Cause them to "smooth the path" of women entering their management structure.
9. Try harder to understand differences to be expected by women students. Try to work more equally with them.

FEMALES

1. I do very little advising.
2. Be more aware that not everyone feels she/he is being stereotyped or discriminated against particularily at the jr., sr., or higher level schooling.
3. I will be more aware of my own stereotyped behavior.
4. Uncertain, since I have been aware of problem - probably there will not be much change in my way of advising.
5. Recruitment techniques, curriculum awareness.

9. COULD YOU HAVE BENEFITTED MORE FROM THIS WORKSHOP MATERIAL IF IT HAD OCCURRED AT A DIFFERENT POINT IN YOUR CAREER?

MALE		FEMALE	
Yes	5	Yes	2
No	6	No	5
No Answer	2	No Answer	1

If yes, please be specific.

9. COULD YOU HAVE BENEFITTED MORE FROM THIS WORKSHOP MATERIAL IF IT HAD OCCURRED AT A DIFFERENT POINT IN YOUR CAREER? (cont.)

MALES

1. Prior to becoming a department head.
2. Not certain.
3. Earlier in my professional career.
4. I have experienced similar workshops earlier in my career and they were helpful.
5. Not really.
6. The earlier the better.
7. I was once in more of a leadership position.

FEMALES

1. If these changes in awareness and opportunity had occurred earlier I might have had a different career.
2. I probably would have become more assertive earlier in my career.

10. HAVE YOUR ATTITUDES AND/OR BEHAVIORS CHANGED AS YOU DEAL WITH COLLEAGUES, MALE AND FEMALE, AS A RESULT OF THESE WORKSHOPS?

MALE		FEMALE	
Yes	7	Yes	7
No	5	No	1
No Answer	1	No Answer	1

If yes, please be specific.

MALES

1. Professional women are really not aware of their strengths. Men are more capable of getting away with being phony.
2. I think I understand women's concerns better.
3. Less likely to tolerate casual remarks degrading female potential.
4. Treat them as professionals - not females or males.
5. I am more sensitive to feelings of women.

FEMALES

1. I'm more understanding of male colleagues but also more outspoken and assertive in pointing out some MCP tendencies.

10. HAVE YOUR ATTITUDES AND/OR BEHAVIORS CHANGED AS YOU DEAL WITH COLLEAGUES, MALE AND FEMALE, AS A RESULT OF THESE WORKSHOPS? (cont.)

FEMALES

2. More aware of attitudes of male colleagues; try to speak clearly regarding advisement issues and problems of female professors.
3. Concerted effort to not go "overboard" yet build a positive image of a woman in administration.
4. I don't stereotype men from "male" fields as much as I used to.
5. Delighted to know that so many men are at least willing to come and listen - whether they totally agree or not. A positive first step.
6. I will have to remember that my male colleagues have not progressed as far as I in desiring an androgynous society.
7. I understand some of the fears and concerns of the opposite sex better.

11. ARE THERE ANY FUTURE TRAINING NEEDS YOU PERSONALLY ANTICIPATE REGARDING REDUCTION OF STEREOTYPING? PLEASE BE SPECIFIC.

MALES

1. I would like to have additional reading materials regarding non-traditional fields, etc. (Newsletter?)
2. More knowledge of career opportunities for men and women in all curriculums.
3. Periodic reminders and updating of changes occurring.
4. More consciousness - raising of non-attending department heads and general faculty, too.
5. Don't think I know all the answers.

FEMALES

1. More on humanizing my management style.
2. Periodic "refresher course" seems appropriate.
3. To observe both males and females in leadership positions.
4. Department/student workshops.

12. QUESTION: ARE YOU STILL IN CONTACT WITH OTHER WORKSHOP PARTICIPANTS?

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	3	2	1	1	6
Females	1	1	3	1	2
TOTAL	4	3	4	2	8

13. DO YOU INITIATE THIS CONTACT OR DOES IT OCCUR BY CHANCE? SPECIFY.

MALES

1. Chance.
2. Chance.
3. Both. Mainly at campus meetings however.
4. By Chance.
5. Both.
6. Both.
7. Chance.
8. By chance or in usual routine.
9. By some it was chance/have worked on committees with others.
10. Chance.
11. Chance.
12. By chance.

FEMALES

1. When I need department contact I often prefer to interact with some workshop participants. (Not all!)
2. Chance with a few exceptions.
3. Chance.
4. Some of each.
5. Really both; enjoy the new friendships.
6. It usually occurs when I come to meetings.
7. Both.
8. Both.

14. HOW OFTEN DOES SUCH CONTACT PROVIDE:

A. Support

Responses of:	Seldom 1	2	3	4	Frequently 5
Males	3	2	2	3	0
Females	1	1	2	1	2
TOTAL	4	3	4	4	2

No response given: Males 3 Females 1

B. Information on jobs

Responses of:	Seldom 1	2	3	4	Frequently 5
Males	2	2	3	3	0
Females	1	2	3	0	0
TOTAL	3	4	6	3	0

No response given: Males 3 Females 2

C. Professional information/assistance

Responses of:	Seldom 1	2	3	4	Frequently 5
Males	1	1	4	4	1
Females	0	0	2	5	0
TOTAL	1	1	6	9	1

No response given: Males 2 Females 1

14. HOW OFTEN DOES SUCH CONTACT PROVIDE (cont.)

D. Searches for female applicants

Responses of:	Seldom 1	2	3	4	Frequently 5
Males	6	4	0	1	0
Females	3	1	0	1	0
TOTAL	9	5	0	2	0

No response given: Males 2 Females 3

E. Searches for male applicants

Responses of:	Seldom 1	2	3	4	Frequently 5
Males	7	2	1	1	0
Females	4	0	0	1	1
TOTAL	11	2	0	2	1

No response given: Males 2 Females 2

15. HOW IMPORTANT IS THIS CONTACT TO YOU:

Responses:	Males	Females
a. Nice, but not critical	6	2
b. Useful	5	5
c. Absolutely necessary	1	1

No response given: Males 1 Females 0

16. ESTIMATE HOW MANY WOMEN ADMINISTRATORS/FACULTY THERE ARE ON CAMPUS AT YOUR LEVEL AND HIGHER.

MALES: 50, 9, 4, 80, 2-3, 4-5, 3, 12, 12

No responses given: 4

16. ESTIMATE HOW MANY WOMEN ADMINISTRATORS/FACULTY THERE ARE ON CAMPUS AT YOUR LEVEL OR HIGHER. (cont.)

FEMALES: 15, 6, 6, 1, 4-5

No responses given: 3

WHAT ARE THEIR POSITIONS (if known)?

MALES

1. Director of General Studies, Assistant Dean of Student Affairs and Services, Assistant Dean of Nursing, Head V.P.
2. Department Head, Dean, V.P.
3. Director, Assistant Dean, V.P.
4. Don't know.
5. Assistant Professor to acting V.P.
6. Professors

FEMALES

1. 4 Assistant Deans; Assistant Director of Admissions.
2. Affirmative Action Officer, Acting Dean of Graduate School, Dean of Nursing.
3. Graduate Dean, Director of General Studies, Assistant Dean of Letters and Sciences, Head of Modern Languages, Dean and Assistant Dean of Nursing, Director of Admissions, Director of Home Ec, Director of Library, Director of Focus, etc.
4. Assistant Deans and Directors
5. Department Chairperson

17. WERE THEY PROMOTED INTERNALLY OR RECRUITED FROM OUTSIDE. (Please give routes to job if known).

MALES

1. More internally? I don't know.
2. A mix of both internal and external - all with search committees.
3. Both, most young ones were recruited.
4. Externally via search committee.
5. Don't know.

17. WERE THEY PROMOTED INTERNALLY OR RECRUITED FROM OUTSIDE. (Please give routes to job if known.) (cont.)

MALES

6. Both.
7. Internally.
8. One inside and two outside.
9. Three promoted within, one outside.
10. Unknown.

FEMALES

1. Don't know.
2. Both.
3. About 50-50. Some from faculty positions, some through national recruitment.
4. Don't know.
5. Two outside, rest internally.
6. Both I presume, but most internal.

18. HOW ADEQUATE DO YOU FIND THIS INSTITUTION'S EFFORTS TO ENHANCE OPPORTUNITY FOR WOMEN IN ADMINISTRATION?

Responses of:	Poor				Excellent
	1	2	3	4	5
Males	0	3	3	6	0
Females	1	4	2	1	0
TOTAL	1	7	5	7	0

No response given: Males 1 Females 0

19. HOW ADEQUATE DO YOU FIND THIS INSTITUTION'S EFFORT TO ENHANCE OPPORTUNITY FOR MEN IN ADMINISTRATION?

Responses of:	Poor				Excellent
	1	2	3	4	5
Males	0	1	3	8	0
Females	0	1	1	4	2
TOTAL	0	2	4	12	2

19. HOW ADEQUATE DO YOU FIND THIS INSTITUTION'S EFFORT TO ENHANCE OPPORTUNITY FOR MEN IN ADMINISTRATION? (cont.)

No response given:	Males	Females
	1	0

20. HOW OFTEN DOES YOUR JOB BRING YOU INTO CONTACT WITH:

A. Students

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	0	0	0	2	10
Females	1	0	2	0	5
TOTAL	1	0	2	2	15

No responses given:	Males	Females
	1	0

B. Male Faculty

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	0	0	0	2	10
Females	0	2	1	3	2
TOTAL	0	2	1	5	12

No responses given:	Males	Females
	1	0

C. Female Faculty

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	1	3	1	1	6
Females	0	0	2	3	3
TOTAL	1	3	3	4	9

No responses given:	Males	Females
	1	0

20. HOW OFTEN DOES YOUR JOB BRING YOU INTO CONTACT WITH: (cont.)

D. Male Administrators

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	0	0	0	2	10
Females	0	0	1	3	4
TOTAL	0	0	1	5	14

No responses given: Males 1 Females 0

E. Female Administrators

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	2	3	3	2	3
Females	0	0	2	1	5
TOTAL	2	3	4	3	8

F. Other Administrators through attendance at conferences, meetings, etc.

Responses of:	Rarely 1	2	3	4	Frequently 5
Males	1	2	3	1	5
Females	0	1	2	2	3
TOTAL	1	3	5	3	8

No responses given: Males 1 Females 0

21. DO YOU FEEL THAT THERE HAVE BEEN ANY BARRIERS TO YOUR CAREER PROGRESS:

Responses of:	Males	Females
None	4	0
Some, but easy to overcome	4	3

Please specify:

MALES

1. Lack of administration set rules.
2. Higher male administrators.
3. Most academic jobs are in large cities and higher administrative jobs demand considerably more socializing - I like neither.
4. My own failings and priorities.

FEMALES

1. Marriage - less mobility.
2. My specialty is not considered as important as more "masculine" areas like budgeting, research, etc.

	Males	Females
A great many, Difficulty to overcome	4	4

Please specify:

MALES

1. Too little institutional support.
2. Career stereotyping.
3. Gaining practical experience, getting degrees, competing for jobs.
4. Lack of administrative know-how. made administrators. Good Old Boy Basis for support groupings and promotion. Mostly reflections of Lack of Read Administrative know how plus their own personal immaturity psychologically. Administrators whom (judged from their behavior) don't understand or want to share power in a democratic fashion with either faculty, students or people in the State.

FEMALES

1. Especially initially when my interest was in Zoology and Vet Medicine.
2. Lack of experience - youth and enthusiastic; female!

21. DO YOU FEEL THAT THERE HAVE BEEN ANY BARRIERS TO YOUR CAREER PROGRESS: (cont.)

3. Lack of scholarly research credentials at other universities precipitated career change. Lack of administrative experiences.

4. Women have not been encouraged to be educational administrators or to take administrative training. Women have been presented from the usual track to become an administrator-i.e. football coach, athletic director, principal, superintendent, etc.

No response give to this question:	Males	Females
	1	1

APPENDIX K

Letters, Forms and Other Relevant Material

Regarding Faculty Workshops

MSU

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

December 19, 1977

Dear Colleague:

Thank you for your interest and support in the Research Project. Your cooperation in taking the pre-test was especially appreciated.

As a result of our random sampling procedure, you have been selected as one of the Department Heads/Directors to be in the experimental group of the Project. This means that we are happy to request that you join your colleagues in what we believe will be an exciting, informative experience that will add greatly to your personal and professional growth and effectiveness as an educator and administrator at MSU.

The retreat at Fairmont Hot Springs will be held the evening of January 5 and all day January 6. As was earlier stated, Dr.'s Kanter and Stein, leading consultants in the field, will be present to conduct the workshop.

We suggest car pools as a form of transportation. Dr. Tietz and myself will be driving. I suggest you leave around 3:00 p.m., as dinner is at 6:00 p.m.

Although we promised you a choice of meals, the Conference Director, Ms. Alcorn, has suggested we limit food choices in order to make our meals as nice and also efficient as possible.

Thursday we are offering prime rib or shrimp. Friday morning is "eat on your own", but please stay within a $2.00-2.50 range. Lunch Friday will be beef burgundy with salad and beverage.

Please call our office 994-2826 as soon as possible and leave your meal orders. We need to know how you would like your prime rib and if you want meat or fish. Also, if anyone requires a special diet, please let us know.

The retreat at Fairmont Hot Springs will be informal, and we hope, enjoyable for all participants. Dress comfortably! Time may allow for some leisure so don't forget a swimming suit if you want to swim or utilize the sauna. No promises, however.

We are looking forward to this exchange of ideas and hope you are too. If you have any questions regarding the retreat or any part of the Project, please feel free to call me. I will be on campus through December 24. Enclosed is a list of participants. Have a happy holiday!

Sincerely,

Dr. Peggy Leiterman-Stock

DR. PEGGY LEITERMAN-STOCK
Assistant Dean of Students

TELEPHONE (406) 994-2826

P.S. Rooms at Fairmont will be provided on a double occupancy accomodation basis. Roommates will be assigned.

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

January 9, 1978

Dear Participant:

As you know, your participation in the Workshop Retreat at Fairmont Hot Springs is a part of a HEW Research Grant made available to Montana State University. As stated at the Workshop, a necessary element of this research grant is pre and post testing.

Arrangements have been made for post testing of all participants this week Monday through Thursday. The testing will be held in the President's Conference Room in Montana Hall at the following times:

9:00 a.m.
11:00 a.m.
1:00 p.m.
3:00 p.m.

Please come on the hour and allow one hour for testing.

Sincerely,

Dr Peggy Letterman-Stock

DR. PEGGY LETTERMAN-STOCK
Assistant Dean of Students

PLS/lg

Dear Volunteer:

Thank you for coming today for this pretesting activity. Your cooperation is greatly appreciated.

Please answer all of the questions on the questionnaire. As this is a research project, it is necessary that we ask that you not discuss the nature of this questionnaire with any of the faculty until Monday, December 19, 1977.

In an effort to insure anonymity of those persons completing this questionnaire, we also ask that you note no other identification on the answer forms or booklets other than what is requested. The post-test will be matched with the pretest by use of a "Code" identification process. If you have any questions after reading the instructions, please consult the test monitor.

When you have completed the questionnaire, enclose your answer sheet and Demographic Data Form in the envelope provided, with the word Pre written on the outside of the envelope. Return all the materials to the test monitor.

Have a happy holiday. You will be hearing from us by this Friday, December 16, 1977, with regards as to whether or not you were chosen by random sampling to be in the experimental or control group.

Thank you.

Dr. Peggy Leiterman-Stock

Dear Colleague:

Thank you for your interest and support in the Research Project involving Heads of Departments at MSU. Your cooperation in taking the Pretest was especially appreciated.

You were selected by Randomization Process as one of the Department Heads/ Directors to be in the Control group. As you know that means that you will not be asked to attend the Workshop Retreat at Fairmont Hot Springs in January or participate in the later seminars schedules on campus.

Because we feel the material to be presented at the Retreat is of prime importance to all administrators at MSU, arrangements will be made to provide a special two hour seminar on campus by Dr's. Kanter and Stein for those interested in attending. If you are interested in this please speak to the assistant dean in your college.

In addition, we are looking at the possibility of videotaping lecture material that will be presented at Fairmont Hot Springs. In the event that this is possible we will make arrangements so that you and others in the Control group may view this material at a later time if you are interested in doing so.

Again, thank you for your cooperation. We will be contacting you at a later time to ask you to take a post test. We hope you again will assist us with this matter.

Respectfully,

Dr. Peggy Leiterman-Stock

Experimental Group:	
Curriculum	Sex
Agriculture	M
Nursing	F
English	M
Registrar	F
Biology (Wild Life Mgmt)	M
Military Science	M
Focus on Women	F
Biology	M
Business	M
Women's Athletics	F
Engineering	M
History & Philosophy	M
Political Science	F
Physiology	M
Psychology	M
Business	M
Ed. Services	F
Home Economics	F
Biology	M
Architecture	M
Physical Education	M
Ed. Services	M
Nursing	F
Aerospace Studies	M
General Studies	F
Mathematics	M
Human Dev. Spec.	M

Control Group:	
Curriculum	Sex
Art	M
Student Affairs	F
Biology	M
Speech	M
Microbiology	M
English	M
Ed. Services	M
Ed. Services	M
Speech	M
Personnel Services	M
Home Ec (Family Relations)	M
Biology	M
Biology	M
Testing & Counseling	M
Home Economics	F
Sociology	M
Focus on Women	F
Business	M
Secondary Education	M

May 4, 1978

Dear X's and O's,

Hi or CheeriO! If Rosabeth can make puns, I can try; can't I? I hope all is well with all of you and that you're still feeling good about our workshop last January.

Our next and final session is scheduled for Thursday, June 1, 1978, at the Holiday Inn in Bozeman. We will start promptly at 3:00 p.m. and finish at 10:00 p.m. Supper will be provided free from 6-7 p.m. We have been fortunate enough to obtain the services of outside consultants again, although I had to promise to reciprocate the favor next year. I'll send their vitas as soon as I obtain them.

The attached sheet requests your input so that the workshop format can fit your needs. Please return it to me at the Office of Student Affairs and Services, 212 Montana Hall by Friday, May 12, 1978.

When:	Thursday, June 1, 1978
Where:	Holiday Inn, Bozeman
Time:	3-6 p.m., 6-7 p.m. (supper), 7-10 p.m.

If you have any questions, do not hesitate to call.

Sincerely,

Peggy Leiterman-Stock

PLS/ku

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

May 19, 1978

Dear Participant:

The project at M.S.U. involving workshops designed to increase awareness and reduce sex role stereotyping is nearing completion. We want to thank you wholeheartedly for your cooperation and assistance.

The research requires a final post-test. We ask one last favor of you---only 30 minutes of your time to complete the Attitude Index which each of you have taken previously. This questionnaire is simple and easy to complete. The longer questionnaire requiring your estimation of distance between two concepts will not be used.

As some of you may be aware, a graduate student is conducting the research and will be utilizing the results of these questionnaires for a graduate project. The data is being handled with strict confidentiality and will be used only in composite form.

The final testing will be held May 25th & 26th in the President's Conference Room in Reid Hall. As a special kindness to the graduate student trying to gather this data we ask that you give this testing session your highest priority. Please put these dates and times on your calendar. Special testing on an individual basis will not be possible; as you know this weakens the research and poses special problems for the researcher.

Testing will be held May 25th and 26th in the President's Conference Room at the following times:

9:00 a.m.	12:30 p.m.
9:30 a.m.	1:00 p.m.
10:00 a.m.	1:30 p.m.
10:30 a.m.	2:00 p.m.
11:00 a.m.	2:30 p.m.
11:30 a.m.	3:00 p.m.
12:00 p.m.	3:30 p.m.

Thank you.

Sincerely,

Dr. Peggy Leiterman-Stock

DR. PEGGY LEITERMAN-STOCK
Assistant Dean of Students

Judith A. Wiseman
(Researcher)

CAREER/LIFE PLANNING WORKSHOPS

Where are you going in life? How are you going to get there? If you can't answer these questions fully, you may be interested in a free program in Career and Life Planning that is being offered by the MSU Office of Student Affairs and Services beginning this quarter. The program is intended primarily for General Studies students, but will be open to upperclassmen if room is available. This program is supported by a HEW Research Grant, Department of Vocational Education, that was recently awarded to MSU.

The purpose of the series is to help undecided students discover themselves, their interests, personal strengths and weaknesses, personal sex stereotypes, and possible career selection. Through work in small groups of four to five with a trained facilitator, students will have the opportunity for self-exploration and discussion, career testing, researching career information and opportunities, and examining non-traditional sex roles. Each participant will have the opportunity to meet and talk with men and women in different career paths, and will draw up their own personal life plan for the next six months to two years.

The workshops will be offered from 7:00-10:00 p.m. on October 26; November 2, 9, 16, 21, and 30 in the second floor lounge of Hedges South. Participants must commit themselves to attend all sessions and take a post-test that will be used for research purposes.

If you are interested in enrolling for the series or have any questions regarding the program, please contact the Office of Student Affairs and Services at 994-2826 and leave your name, address, and phone number. The deadline for registration is 5:00 p.m., Monday, October 6.

APPENDIX L

Letters, Forms and Other Relevant Material

Regarding Career/Life Planning Workshops

STUDENTS calling to enroll in Career-Life Planning Workshops -

NAME	ADDRESS	PHONE

CAREER LIFE PLANNING

Quarter

Group

Name	Pre-Test	1	2	3	4	5	6	Post-Test

OFFICE COPY

GROUP ASSIGNMENTS

Facilitator_____

Student's Name	Address	Phone	Attendance					
			1	2	3	4	5	6

FACILITATOR CHECK LIST:

The following items must be turned in after the last meeting of this quarters Career-Life Planning Workshops or soon after (1 week Max.). Keep one check list for your records and return one for office use. It is your responsibility that all items be collected and turned in.

Name of Participant	Attendance sheet	Mark Sense Form Post Test	Workshop Evaluation Form	Advisor-Student Rating form (2)	Attitude Index Questionnaire	John Saltiel's Questionnaire	Mark Sense Form Pre-Test or Demog. Inf.

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59715

October 21,1977

Dear _____,

This letter is to inform you that you have been selected to participate in the Autumn Quarter 1977 Career-Life Planning Workshops. The first session is at 7:00 p.m. Wednesday, October 26, in the second floor lounge of Hedges South. Please bring scissors, glue, a pencil, and any old magazines that you may have. Also, please be prompt as we have alot to cover in our limited time together. If you don't want to participate please call 994-2826 immediately and cancel so that another student can be assigned to your slot. Thanks for your interest. I'm looking forward to meeting you Wednesday evening.

Sincerely,

Dr. Peggy Leiterman-Stock

DR. PEGGY LEITERMAN-STOCK
Assistant Dean of Student
Affairs and Services

MSU

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

Department Heads and Deans:

A problem exists on our campus--one we believe we have an answer for. As you know many students at MSU are puzzled about their futures. They are unsure of their curriculum, goals, etc.

Beginning Autumn Quarter 1977, a new program in Career and Life Planning for undergraduates is being implemented at MSU. The program is intended primarily for General Studies Students but will be open to upperclassmen. The purpose of the program is to help individuals discover themselves, their interests, and possible career choice. Each participant will draw up their own personal plan for the next six months to two years. Small groups of four to five will be led by trained facilitators.

The groups will meet the following dates and times:

Wednesday, October 1
Wednesday, November 2
Wednesday, November 9
Wednesday, November 16
Monday, November 21
Wednesday, November 30

Time: 7:00 p.m. to 10:00 p.m.
Place: 2nd floor lounge - Hedges South

Please inform your students of this information and ask them to call the Office of Student Affairs for Registration and additional information, telephone 994-2826. Registration is limited!

An additional note: We would like you and your colleagues to seriously consider being group facilitators. This could be a fine way of developing closer relationships with students on campus and a way of expanding your own knowledge and skills.

Training will be held in 452 Reid Hall, October 21, 7 p.m.-10 p.m.; October 22, 9 a.m.-5 p.m.; and October 23, 9 a.m.-4 p.m. If you decide to join us, call Dr. Peggy Leiterman-Stock at 994-2826-Office of Student Affairs.

Sincerely,

Dr. Peggy Leiterman Stock

Dr. Peggy Leiterman-Stock
Assistant Dean of Student
Affairs and Services

TELEPHONE (406) 994-2826

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

November 1, 1977

Dear Department Head,

I'd like to take a minute of your time to express my deepest appreciation for your assistance and cooperation in the Autumn Quarter 1977 Career-Life Planning Workshops. Your support of our program is commendable and I hope it continues throughout the quarter.

You may be interested in knowing that we had 70 participants attend the first session last Wednesday night. There are fourteen facilitators that each have a group of five students.

If you have any questions or comments please stop by the Office of Student Affairs and Services for a visit or else call me at 994-2826.

Again, thank you very much for your support and help. Without it, I'm convinced that our program would not be a success.

Sincerely,

Dr. Peggy Leiterman-Stock
Assistant Dean of Student
Affairs and Services

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59717

Dear

This is to confirm our phone conversation regarding your participation as a resource person in our Career-Life Planning Workshops Wednesday evening, November 16, 1977 from 8:30 to 10:00 p.m. at

After much thought, we have decided that the format most useful for the students will be to let you meet with them in small groups. We would like you to give a short personal talk and then respond to questions from the students.

Here are some suggestions you might use as a general outline in talking about "what you do":

1. How you made your career choice-- contributing factors.
2. Are you happy with the choice, and why.
3. What, if any were the obstacles you encountered along the way.
4. What opportunities do you see in the field for men and women.
5. How has your career choice influenced your life style.

This will be a very informal gathering - come casual!

Thanks very much for your interest in the program and your willingness to help. We are looking forward to meeting you Wednesday evening. I hope it will be fun for us all.

Sincerely,

Peggy Leiterman-Stock

P.S. Please bring with you a short "Vita" so that we can introduce you.

CAREER-LIFE PLANNING WORKSHOPS

PARTICIPANT'S CONTRACT
(Effective Dates: October 26, 1977, to December 16, 1977)

I, _____, am willingly entering the Career-Life Planning Workshops as a volunteer. I agree to:

1) Attend the Workshops from 7:00 p.m. to 10:00 p.m. October 26; November 2, 9, 16, 21 and 30;
2) Participate in a pretest if asked to do so for research purposes; and
3) Take a post-test after the last session for research purposes.

Furthermore, I understand that I will receive at least eighteen (18) hours of professionally-prepared program pertaining to career and life planning. These groups will be led by a trained facilitator and be limited to five individuals per group.

_____ _____
(Participant) (Date)

_____ _____
(Witness) (Date)

_____ _____
(Dr. Peggy Leiterman-Stock) (Date)

MSU

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY BOZEMAN 59715

November 18, 1977

Dear Faculty Member or Administrator:

I am writing to invite you to become a group facilitator for a series of six Career-Life Planning Workshops to be offered Winter and Spring Quarters 1978. Your involvement would be greatly appreciated for one or both quarters.

The program was new this quarter and quite successful in that our quota of 70 participants was filled. The program is intended primarily for General Studies students, but is open to upperclassmen as well. The purpose of the program is to help individuals discover themselves, their interests, and possible career choice. Participants are given the opportunity to meet and talk with men and women in different career paths. This program is supported by an HEW Research Grant, Department of Vocational Education which was recently awarded to MSU.

I would like you to seriously consider being a group facilitator. Your involvement would include approximately 20 hours of training and 18 hours of formal program with your own group. Training for Winter Quarter will be January 7, 9:00 a.m. - 5:00 p.m.; January 8, 9:00 a.m. - 5:00 p.m.; and on January 11, 7:00 - 10:00 p.m. Training dates for Spring Quarter facilitators have not been set yet.

The Winter Quarter workshops will be from 7:00 - 10:00 p.m. January 18, 25, February 1, 8, 15 and 22. Spring Quarter sessions will be April 12, 19, 26, May 3, 10 and 17.

If you are interested in becoming a group facilitator, please call me at 994-2826 or mail the lower portion of this sheet to the Office of Student Affairs and Services, Room 212 Montana Hall by 5:00 p.m. Friday, January 6.

Thank you very much for your time and interest.

Sincerely,

Dr. Peggy Feldman Stock

DR. PEGGY FELDMAN-STOCK
Assistant Dean of Students

***

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

Dear Applicant,

Thanks so much for the interest you have shown by applying for the Winter Quarter 1977 Career-Life Planning Workshops. In order for you to participate in the program it is imperative that you come by the Office of Student Affairs and Services sometime during the week of November 28 to December 28 to complete some preliminary arrangements. The office is open from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m. Our meeting will last approximately 20-30 minutes. If you are unable to come in during these hours, please contact me at 994-2826 or come by the office in 212 Montana Hall.

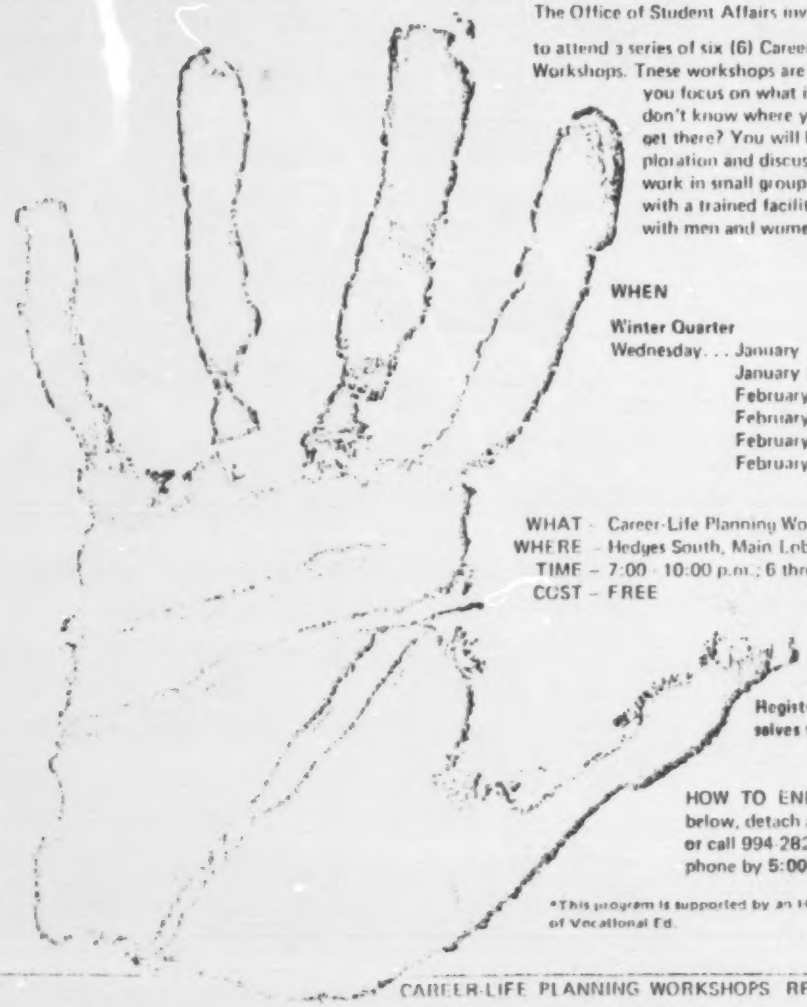
I'm looking forward to meeting you and am pleased that you are interested in this program.

Sincerely,

Dr. Peggy Leiterman-Stock
Assistant Dean of Student
Affairs and Services

TELEPHONE (406)994-2826

Career-Life Planning Workshops for the Undecided Student



The Office of Student Affairs invites you . . .

to attend a series of six (6) Career-Life Planning Workshops. These workshops are designed to help you focus on what it is you'd like to do in life. If you don't know where you're going, how are you going to get there? You will have the opportunity for self-exploration and discussion through career testing and work in small group settings of four to six students with a trained facilitator. You will also meet and talk with men and women on different career paths.

WHEN

Winter Quarter	Spring Quarter
Wednesday . . . January 18	Wednesday . . . April 12
January 25	April 19
February 1	April 26
February 8	May 3
February 15	May 10
February 22	May 17

WHAT – Career-Life Planning Workshop
WHERE – Hedges South, Main Lobby
TIME – 7:00 - 10:00 p.m.; 6 three-hour sessions
COST – FREE

Registration is limited. Students must commit themselves to attend all sessions*

HOW TO ENROLL – Fill out the registration form below, detach and return to Student Affairs Office or call 994-2826 and leave your name, address & phone by 5:00 p.m. January 13.

*This program is supported by an HEW Research Grant, Dept. of Vocational Ed.

CAREER-LIFE PLANNING WORKSHOPS REGISTRATION

NAME _____ SEX _____ PHONE _____

ADDRESS _____

YEAR IN SCHOOL _____ CURRICULUM _____

Please check your preferred quarter for participating in the Career Life Planning Workshops: ☐ Winter ☐ Spring

Workshops designed to aid career planning

The Office of Students Affairs at MSU is offering a series of workshops next quarter designed to help students "realize the importance of active, self-determined career decisions making."

The series, known as the Career-Life Planning Workshops, will commence April 12.

The sessions will be carried out in small group setting with trained "facilitators", designed to help students analyze their experiences, skills, needs, interests and values, and to relate them in general terms to occupational choices. One of the sessions will be arranged so that students will be able to interact with professionals and business people to better acquaint them with reality of actual job experience.

Time will also be spent assisting students in clarifying values and balancing play and work, reviewing career alternatives, analyzing career decisions and establishing career planning goals in an indepth look at what affects student's decisions.

The workshops will also give students an opportunity to meet new people and make new friends, have fun and share common concerns.

A Career Interest Inventory is being administered now to interested students. Those wishing to participate in the workshops should stop by the Student Affairs and Services Office, located at 212 Montana Hall (Phone number 994-2826).

The workshops will be held on Wednesday nights from 7 to 10 p.m.

Montanan editor deadline changed

The application deadline for next year's Montanan editor has been moved up one week, to March 31 from April 7.

The reasons for the change are listed as providing Media Board with more time to consider applicants and providing more time for on-the-job instruction of the editor-elect.

The position is limited to MSU students. Application forms are available from the ASMSU office in the SUB.

msu

STUDENT AFFAIRS & SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

Dear Graduate Student:

The Career/Life Planning Workshop Series which was held this past quarter at MSU will again be offered to students Winter Quarter (1977-78). The program is intended primarily for General Studies students but will be open to upper classmen. The purpose of the program is to help individuals discover themselves, their interests, and possible career choice. Each participant will draw up their own personal plan for the next six months to two years. Small groups of four to five will be led by a trained facilitator.

I would like you to seriously consider being a group facilitator for this workshop series. As I'm sure you are aware, this area of specialization is "booming" in the counseling field; also, the skill of running groups is highly advantageous. A side benefit of course, includes the opportunity for your own personal self-development. Credit for this experience is being explored. Your involvement would include 20 hours of training and 18 hours of formal program with your group. Training for Winter Quarter will be January 7, 9:00 a.m.-5:00 p.m., January 8, 9:00 a.m.-5:00 p.m., and on January 11, 7:00 p.m.-10:00 p.m.

The Winter Quarter Workshops will be from 7:00-10:00 p.m. January 18, 25, February 1, 8, 15, and 22.

If you are interested in becoming a group facilitator please call me at 994-2826 or mail the lower portion of this sheet to the Office of Student Affairs and Services, Room 212, Montana Hall by 5:00 p.m., Friday, January 6.

Thank you for your time and interest.

Sincerely,

Dr. Peggy Leiterman-Stock

Dr. Peggy Leiterman-Stock
Assistant Dean of Student
Affairs and Services

* *

Yes, I am interested in becoming a facilitator for the Career-Life Planning Workshops for (please circle) - Winter Spring Quarter(s) 1978. I can be reached at:

Name:_____ Address:_____

Phone:_____ PLEASE RETURN TO: Office of Student Affairs and Services
Room 212 - Montana Hall

TELEPHONE (406) 994-2826

LIFE/CAREER PLANNING WORKSHOP SERIES

What the heck am I doing here--where do I go from here with my life????? There is no doubt that choosing a career or curriculum poses many problems for students. Often they do not know what is available or enough about themselves to make a thoughtful "choice" and HOW to make the choice can be an awfully difficult one!!!

To aid students in the process of choice, the Testing and Counseling Center will offer, free of charge, a series of life/Career Planning workshops. These workshops will be offered on Monday evenings from 7:00-10:00 p.m., starting April 11, 1977, and will continue throughout the quarter. In order to apply, students must be willing to commit themselves to the entire series, as each scucessive phase builds on the preceding one.

A small-group format will be utilized with four (4) to five (5) students working together. Each group will be facilitated by a trained counselor who has received spcial training in working with student groups of this nature. Participants will analyze their past and present lives, strengths, and weaknesses, values, goals, accomplishments, and interests in order to constructively plan for their future career and their life. Additional outside resources will also be brought in to provide participants with needed information, i.e., job outlook and information.

Participation is limited! Our staff can only deal with approximately forty (40) students. Thus admission is on a first-come, first-serve basis. If you are interest in enrolling, call the General Studies office, 994-3411, and leave your name, address and telephone number.

The workshops will be held in Room 452, Reid Hall, commencing April 11, 1977, at 7:00 p.m. Remember to call pronto if you are interested. If you are told you are in "The Top 40," simply come to Room 452, Reid Hall at 7:00 p.m. SHARP.

If you have any questions about the program, call 994-4311 and speak to Dr. Peggy Leiterman-Stock.

Career-Life Planning Workshops for the Undecided Student

The Office of Student Affairs invites you . . .

to attend a series of six (6) Career-Life Planning Workshops. These workshops are designed to help you focus on what it is you'd like to do in life. If you don't know where you're going, how are you going to get there? You will have the opportunity for self-exploration and discussion through career testing and work in small group settings of four to six students with a trained facilitator. You will also meet and talk with men and women on different career paths.

WHEN–Spring Quarter: Wednesday, April 12, 19, 26 and May 3, 10, 17
WHAT – Career-Life Planning Workshop
WHERE – Hedges South, Main Lobby
TIME – 7:00 - 10:00 p.m.; 6 three-hour sessions
COST – FREE

Registration is limited. Students must commit themselves to attend all sessions*

HOW TO ENROLL–Fill out the registration form below, detach and return to Student Affairs Office or call 994-2826 and leave your name, address & phone by 5:00 p.m. March 17th.

IMPORTANT: PLEASE COME TO MONTANA HALL RM 212 (STUDENT AFFAIRS OFFICE) FOR APPROXIMATELY ONE HOUR TO COMPLETE A CAREER INTEREST INVENTORY THE WEEK OF MARCH 10th BETWEEN 8 am AND 1 pm. The results of this inventory are needed to increase the effectiveness of the career-life workshops.

CAREER-LIFE PLANNING WORKSHOPS REGISTRATION

NAME _____ SEX _____ PHONE _____

ADDRESS _____

YEAR IN SCHOOL _____ CURRICULUM _____

*This program is supported by an HEW Research Grant, Dept. of Vocational Ed.

CAREER-LIFE PLANNING WORKSHOPS

for the

UNDECIDED STUDENT

The Office of Student Affairs invites you to attend a series of six (6) Career-Life Planning Workshops. These workshops are designed to help you, the student, become more focused on what it is you would like to do in life. If you don't know where you are going, how are you going to get there? You will have the opportunity for self-exploration and discussion through work in small group settings of four or five students with a trained facilitator. You will meet and talk with men and women in different career paths. And last, but not least, you will meet new people, make new friends and discuss common concerns. The workshops will be held on six consecutive Wednesday evenings starting April 12 and going through May 17. The last date for registration for Spring quarter is April 5, 1973. Sign up now! DON'T MISS OUT!!

SO REMEMBER -

WHAT: Career-Life Planning Workshop
WHEN: Wednesday evening - April 12
April 19
April 26
May 3
May 10
May 17
WHERE: Second Floor Lounge - Hedges South
TIME: 7:00 - 10:00 p.m. (six three hour sessions)
COST: Free

Registration is limited. Students must commit themselves to attend all sessions.

HOW TO REGISTER: Fill out the registration form below, detach and return to Student Affairs Office or call 994-2826 and leave your name, address, and phone.

THIS PROGRAM IS SUPPORTED BY AN HEW RESEARCH GRANT, DEPARTMENT OF VOCATIONAL EDUCATION.

IMPORTANT - PLEASE COME TO STUDENT AFFAIRS & SERVICES, ROOM 212 MONTANA HALL FOR APPROXIMATELY ONE HOUR TO COMPLETE A CAREER INTEREST INVENTORY BY APRIL 5. The results of this inventory are needed to increase the effectiveness of the Career-Life Workshops.

CAREER-LIFE PLANNING WORKSHOP REGISTRATION

NAME_____ ADDRESS_____

PHONE_____ SEX_____

YEAR IN SCHOOL_____ CURRICULUM_____

PLS/lg
3-22-73
200

April 7, 1978

Dear

This letter is to inform you that you have been accepted in the series of Career-Life Planning workshops which will begin this Wednesday, April 12, at 7:00 P. M. in the main lounge in Hedges South. Please be there promptly at 7:00 so we can get off to a good start!

We have sent your testing off to ACT and expect to have the results shortly.

We look forward to seeing you and having a rewarding, meaningful and fun time.

Peggy Leiterman-Stock

Peggy Leiterman-Stock
Program Director

CAREER-LIFE PLANNING WORKSHOPS

PARTICIPANT'S CONTRACT

Effective Dates: April 12, 1978 to May 17, 1978.

I, _____, am willingly entering the Career-Life Planning Workshops as a volunteer. I agree to:

1) attend the workshops from 7:00 p.m. to 10:00 p.m.

April 12, 19, 26, May 3, 10, and 17,

2) participate in a pre-test if asked to do so for research purposes,

3) take a post-test after the last session for research purposes.

Furthermore, I understand that I will receive at least eighteen (18) hours of professionally prepared program pertaining to career and life planning. These groups will be led by a trained facilitator and be limited to five individuals per group.

_____ _____

(Participant) (Date)

_____ _____

(Witness) (Date)

_____ _____

(Dr. Peggy Leiterman-STock) (Date)

SPRING QUARTER - CLP

Wednesday - May 10th 8:30 - 10:00

Marilyn Wessel - Journalist and Program Director, KBMN

Loren McKinsey - Professor, Department of Political Science, MSU

Joe Doneghy - Director Nursery School

Ted Lang - Professor, Civil Engineering

David Wagner - Manager, Stockbroker, D. A. Davidson Co.

Darrell Dunn - Geologist; Earth Sciences Inc.

Barb Jones/Peggy Ring - Owners of Jones & Co., Ltd.

Linda Altans - Pharmacist

Roger Craft - Hotel and Realestate Management

Tom Mussehl - Fish and Game

Betty Coffey - Industrial and Management Engineer

Marilyn MacSween - Interior Design, Home Economics

Mark Tavernitti - Owner Rocky Mountain Pasta Co., Bacchus Pub, and Point After

CERTIFICATE OF ACHIEVEMENT

MONTANA STATE UNIVERSITY

This is to certify that

has satisfactorily completed

a series of six

Career-Life Planning Workshops.

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William J. Tietz
President

Peggy Leiterman Stock
Program Director

Feb 27, 1978
Date

R. E. Todd
Dean of Student Affairs and Services

Group Facilitator

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APPENDIX M

1. Attitude Toward Women Scale
2. Career/Life Planning Workshop Series Evaluation Form
3. Career/Life Planning Workshop Evaluation Summary--Fall
4. Career/Life Planning Workshop Evaluation Summary--Winter
5. Career/Life Planning Workshop Evaluation Summary--Spring

ATTITUDE TOWARD WOMEN SCALE

ATTITUDE INDEX

You are asked to express your feelings about each statement by indicating whether you (A) Agree Strongly, (B) Agree Mildly, (C) Disagree Mildly, or (D) Disagree Strongly. Please indicate your opinion by marking the column on the ANSWER SHEET which corresponds to the alternative which best describes your personal attitude. Please respond to every item.

There are no right or wrong answers, only opinions.

(A) Agree strongly (B) Agree Mildly (C) Disagree mildly (D) Disagree strongly

1. Women have an obligation to be faithful to their husbands.

   A B C D

2. Swearing and obscenity is more repulsive in the speech of a woman than a man.

   A B C D

3. The satisfaction of her husband's sexual desires is a fundamental obligation of every wife.

   A B C D

4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.

   A B C D

5. Under ordinary circumstances, men should be expected to pay all the expenses while they're out on a date.

   A B C D

6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

   A B C D

7. It is all right for wives to have an occasional, casual, extramarital affair.

   A B C D

8. Special attentions like standing up for a woman who comes into a room or giving her a seat on a crowded bus are outmoded and should be discontinued.

   A B C D

9. Vocational and professional schools should admit the best qualified students independent of sex.

   A B C D

(A) Agree strongly (B) Agree mildly (C) Disagree Mildly (D) Disagree strongly

10. Both husband and wife should be allowed the same grounds for divorce.

A B C D

11. Telling dirty jokes should be mostly a masculine prerogative.

A B C D

12. Husbands and wives should be equal partners in planning the family budget.

A B C D

13. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.

A B C D

14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.

A B C D

Intoxication among women is worse than intoxication among men.

A B C D

16. The initiative in dating should come from the man.

A B C D

17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

A B C D

18. It is insulting to women to have the "obey" clause remain in the marriage service.

A B C D

19. There should be a strict merit system in job appointment and promotion without regard to sex.

A B C D

20. A woman should be as free as a man to propose marriage.

A B C D

(A) Agree strongly (B) Agree mildly (C) Disagree mildly (D) Disagree strongly

21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

A B C D

22. Women should worry less about their rights and more about becoming good wives and mothers.

A B C D

23. Women earning as much as their dates should bear equally the expense when they go out together.

A B C D

24. Women should assume their rightful place in business and all the professions along with men.

A B C D

25. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

A B C D

26. Sons in a family should be given more encouragement to go to college than daughters.

A B C D

27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

A B C D

28. It is childish for a woman to assert herself by retaining her maiden name after marriage.

A B C D

29. Society should regard the services rendered by the women workers as valuable as those of men.

A B C D

30. It is only fair that male workers should recieve more pay than women even for the identical work.

A B C D

31. In general, the father should have greater authority than the mother in the upbringing of the children.

A B C D

(A) Agree strongly (B) Agree mildly (C) Disagree mildly (D) Disagree strongly

32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancee.

A B C D

33. Women should demand money for household and personal expenses as a right rather than a gift.

A B C D

34. The husband should not be favored by law over the wife in the disposal of family property or income.

A B C D

35. Wifely submission is an outworn virtue.

A B C D

36. There are some professions and types of businesses that are more suitable for men than women.

A B C D

37. Women should be concerned with their duties of childbearing and house-tending, rather than with desires for professional and business careers.

A B C D

38. The intellectual leadership of a community should be largely in the hands of men.

A B C D

39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.

A B C D

40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.

A B C D

41. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.

A B C D

42. Women should take the passive role in courtship.

A B C D

(A) Agree strongly (B) Agree mildly (C) Disagree mildly (D) Disagree strongly

43. On the average, women should be regarded as less capable of contribution to economic production than are men.

A P C D

44. The intellectual equality of woman with man is perfectly obvious.

A B C D

45. Women should have full control of their persons and give or withhold sex intimacy as they choose.

A B C D

46. The husband has in general no obligation to inform his wife of his financial plans.

A B C D

47. There are many jobs in which men should be given preference over women in being hired or promoted.

A B C D

48. Women with children should not work outside the home if they don't have to financially.

A B C D

49. Women should be given equal opportunity with men for apprenticeship in the various trades.

A B C D

50. The relative amounts of time and energy to be devoted to household duties on one hand and to a career on the other should be determined by personal desires and interests rather than by sex.

A B C D

51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.

A B C D

52. If both husband and wife agree that sexual fidelity isn't important, there's no reason why both shouldn't have extramarital affairs if they want to.

A B C D

53. The husband should be regarded as the legal representative of the family group in all matters of law.

A B C D

(A) Agree strongly (B) Agree mildly (C) Disagree moldly (D) Disagree strongly

54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

A B C D

55. Most women need and want the kind of protection and support that men have traditionally given them.

A B C D

EVALUATION FORM

CAREER-LIFE PLANNING WORKSHOP SERIES

Participants: In order that an evaluation may be made of this program, we are requesting your assistance. Please complete this questionnaire by putting check marks in the appropriate blanks and also mark your answers on the computer sheets.

Name _____ Date _____

Age _____ Curriculum _____

1. The ideas and activities presented in this Career-Life Planning were:

   A. _____ Excellent
   B. _____ Very Good
   C. _____ Good
   D. _____ Fair
   E. _____ Poor

2. The objectives of the presentation were:

   A. _____ Excellent
   B. _____ Very Good
   C. _____ Good
   D. _____ Fair
   E. _____ Poor

3. I found the small group format of the workshop to be:

   A. _____ Excellent
   B. _____ Very Good
   C. _____ Good
   D. _____ Fair
   E. _____ Poor

4. The time involved and the schedule that was arranged was:

   A. _____ Excellent
   B. _____ Very Good
   C. _____ Good
   D. _____ Fair
   E. _____ Poor

With regards to time format, I would suggest that:

		Yes	No
5.	There be fewer sessions	___	___
6.	There be more sessions	___	___
7.	The same amount of time but distributed differently.	___	___

If so how _____

_____

8. Some sessions be held on Saturday ___ ___

9. One weekend format could be used (Fri. eve-Sun, 5 pm) ___ ___

10. Mini-sessions be available through campus ___ ___

11. In terms of learning about careers (career information) I found this workshop to be:

A. _____ Excellent
B. _____ Very Good
C. _____ Good
D. _____ Fair
E. _____ Poor

12. In terms of learning about myself, I found this worksho to be:

A. _____ Excellent
B. _____ Very Good
C. _____ Good
D. _____ Fair
E. _____ Poor

13. The work of the group facilitators was:

A. _____ Excellent
B. _____ Very Good
C. _____ Good
D. _____ Fair
E. _____ Poor

20. Overall, I consider this Career-Life Planning SEries:

A. _____ Excellent
B. _____ Very Good
C. _____ Good
D. _____ Faiv
E. _____ Poor

21. Recommendations and comments-

22. How was this workshop similar or different from what you expected?

CAREER-LIFE PLANNING WORKSHOP SERIES - FALL QUARTER TALLY SHEET

1. The ideas and activities presented in this Career-Life Planning

4 Poor
10 Fair
15 Good
24 Very Good
6 Excellent

2. The objectives of the presentation were:

1 Poor
6 Fair
15 Good
29 Very Good
8 Excellent

3. I found the small group format of the workshop to be:

0 Poor
4 Fair
2 Good
16 Very Good
37 Excellent

4. The time involved and the schedule that was arranged was:

7 Poor
14 Fair
17 Good
18 Very Good
3 Excellent

With regards to time format:

	Yes	No
5. There be fewer Sessions	6	47
6. There be more sessions	23	32
7. The same amount of time but distributed differently	24	29

If so, how?

1. Not in 3-hour intervals.
2. Sessions should only last about 2 hours.
3. Spend more time on helping find a curriculum,
4. Meet 2 hours at a time.
5. Sessions should be scheduled earlier in the day.
6. Maybe the times at different hours - earlier.
7. More outside work and more worksheets, break of 15 - 20 minutes.
8. A break of 15 minutes at 8:30.
9. Less time on more days.

10. One hour three nights weekly.
11. Shorter sessions, three hours is quite a long chunk out of your studying time.
12. Time spread out to more nights.
13. Two hours at a time.
14. Same amount only more.
15. The time factor was pretty rushed; "we do this for ½ hour, then we have 45 minutes to do this" etc.
16. A couple more sessions and shortening the others (Sunday maybe).
17. It needed the time that we spent. It just would have been nice to have been able to rearrange the times arbitrarily sometimes. Recommend: Don't change the format.
18. Maybe shorter sessions for longer period of time.
19. Perhaps held on different days of the week.
20. Fewer sessions for an afternoon or day.

		Yes	No
8.	Some sessions be held on Saturday	11	15
9.	One weekend format could be used (Fri. eve - Sun 5 p.m.)	16	38
10.	Mini-sessions be available through campus	43	11

11. In terms of learning about careers (career information) I found this workshop to be:

14 Poor
23 Fair
12 Good
8 Very Good
2 Excellent

12. In terms of learning about myself, I found this workshop to be:

0 Poor
4 Fair
13 Good
21 Very Good
21 Excellent

13. The work of the group facilitators was

0 Poor
2 Fair
10 Good
25 Very Good
21 Excellent

14. In the time permitted the coverage of the Career-Life Planning Workshop Series was:

7 Poor
10 Fair
19 Good
18 Very Good
5 Excellent

15. My attendance at this seminar should prove to me to be of:

1 No Benefit
7 Poor Benefit
10 Fair Benefit
25 Good Benefit
16 Very Beneficial

16. Do you have a better idea of what kind of career you might want than you had when you began the Career-Life Planning Workshop series?

28 Yes
10 No
21 About the same

17. Do you feel a need for more information on this topic?

45 Yes
14 No

18. Do you feel this workshop would be beneficial to others?

52 Yes
7 No

19. Do you think that college credit should be given for this project?

31 Yes
27 No

20. Overall, I consider this Career-Life Planning Series:

6 Poor
7 Fair
13 Good
22 Very Good
10 Excellent

21. Recommendations and comments-

I think the workshop concentrated too much time on things like sex roles - male - female--which I found repititious and boring. I seemed to be always telling things about myself which I already knew instead of getting feedback.

I really did enjoy it, and also got to learn alot of things about myself.

I was deceived by the flyers, I thought it was a career workshop and not completely about sex roles and views of them. It was interesting but I question the benefit to the male participants. In some sessions it was devoted totally to females.

More time and effort should have been used for finding curriculums for various jobs in various fields. Descriptions of jobs would be nice also.

There was too much to cover in too short a time and therefore the material couldn't be covered as well as if there would have been more time.

Also, by the time the program was completed, we had already pre-registered for Winter quarter. I think it would have been more beneficial to complete the program at a time so that we could have used some of the things we learned in deciding what classes to take.

I would recommend that the program expose the participants more to different types of jobs, such as the night we talked to people who worked in different areas.

If possible the sessions should be made shorter. We seemed to have repeated different things in the workshops.

Give more information and discussion on jobs interest, job qualifications and placement. Also schooling involved with jobs.

I feel the grouping was very important to success of our seminar--wide discrepancies in age or background could inhibit freedom of communication or ability to relate.

I feel this workshop has been one of the most enlightening programs (academic and extracurricular) that I have taken part in--it should be continued and expanded.

Shorter sessions.

Keep going. Keep the OTA's separate. Minimize the PAPERWORK. Maximize the encounter work.

Was an excellent way for me to really meet some people. Enjoyable. Hard.

I don't think that this particular sort of program should be offered, or even associated with credits. The effectiveness of the format, the intent perhaps even, would suffer greatly, I feel, if it were allowed to become a class-type venture.

I feel that the time I spent in the workshop was a learning experience and deserves to receive some college credits. I attended without the credits but feel that more individuals would take the time to look at themselves if the motivation of credits was present. There are too many students on this campus wandering around not really knowing what they want to do, and not knowing how to find out what it is they are interested in.

I would have functioned better I feel if we had met from 6 - 9 instead of 7 - 10. The subject matter and small group required being rested enough to be alert and responsive. Commuting was a slight problem but not a major one.

The small group experience was excellent but the group did suffer a little because of lack of regular attendance by some of the participants.

I got caught up on homework a couple times due to the few long sessions. I think it would have worked better if there were more sessions and cut down on each session's length. I think a Sunday session would be a good idea. I also think that me group should be more informed of the purposes of the projects and why we are doing them. Also should be informed of our goal and what we are trying to achieve. I know a few who almost gave up or did give up (partially including myself) who doubted the workshop and saw no "answer to their problems" coming through. I know the workshop was designed to all come together at the end (which it did) but some didn't hang around that long. Maybe if they were told the purposes and goals ahead of time, they would have worked harder, hung in there, and had a better attitude and more faith in the workshop.

Really a great program! I felt that it was extremely beneficial in helping me learn more about my <u>real</u> self (things I never realized ever!).
My group facilitator was really an understanding, helpful person in many ways, too!

I feel that the workshop helped me to find out a lot about myself and what I wanted, which is the first and most important step in deciding what kind of career I wanted.

It would have been much more interesting and better if I hadn't already done most of the material before.

I think that if it were possible to give college credit for this program it would be a good idea. This would add an incentive to finding out more about yourself and career-planning. Some of the homework was rather confusing for example the Ideal Life Style sheet.

I realize that this was sort of a pilot program and that maybe future ones will encorporate, perhaps, better methods of exploring. I felt that it got a little monotonous and predictable to meet in the same cubicle, and discuss, basically, the same topics. Possibly if, as a group, we could have set up appointments, or tours, and with the guidance of a facilitator, looked at a profession in the working, I could have said, definite--"that is/is not for me" plus some pros/cons.

I feel Rob Neils is an excellent facilitator--I feel I benefitted a great deal from the group! Thanks.

There be a little more on careers. I felt the program helped me to find myself--where I am--where I've been--where I am going--and what I want in the future. Now I know I'm not so bad and change in myself is good.

It was interesting and caused me to look at some things about myself which I hadn't considered. I was kind of disappointed in my group because everyone seemed rather reluctant for the whole session. I'm not sure what could be done to draw them all together. Perhaps a situation which realy drew them all together and broke down some of the false fronts would be good. A real ice-breaker.

More on specific careers--what they involve.

I mainly would have liked more time to work on each individual worksheet in our groups.

One complaint I have, that I didn't really realize when I signed up, was how much 3 hours in one night is. I feel some of the things I learned helped me out and some did not do that for me.

Something that might help is to have some kind of handouts that would describe some of the courses offered here and what they could lead to. Something like this would have helped me.

I got very tired of writing what I thought were repititious and often silly questions. Was very interesting, even the "repititious and silly" questions. Might have put more down if hadn't had to write so much about so many different things, couldn't think of answers lots of times.

I was of the impression that there would be more career information. I believe this is what a lot of people are looking for. The ost beneficial part of the course was talking to the people about their careers. This information proved to be of the most value to me.

Also there seemed to be a lot repitition to the worksheets or at least they were closely related. A lot of these I think could be cut out.

More information given on what different types of careers would entail. Many people know little about what a certain type of career would require.

More information on all types if careers and what they involve. Two colleges were one too many. Overall, I think it was really helpful to really examine myself and look at what I want to do.

I learned much about myself, my viewpoint, my values and my worth. However, not much of what I learned pointed to one-career or <u>any</u> areas of concentration for a career. None of my specific interests, talents, and abilities point in any general direction to any set of careers. I do not know <u>how</u> to develop other interests and abilities that will lead to careers.

More outside work. More worksheets on career and your major interests. Do colleges outside group, then bring to meeting and discuss. Need equal number of guys a women (in our group there were 4 girls and 1 guy). More information about the different careers and what they involve. More time with people in different fields.

Some people already know an awful lot about themselves, so not so much self exploration. More information about careers themselves, more variety in career exploration. Find out what we're really good at and could enjoy at jobs. What work we'd enjoy. Few more tests but good thing there isn't a lot. Talk with people in careers good, experience.

Maybe have more people come in to talk about the different types of jobs and what it took to get them there.

Maybe still smaller groups--3 people because it doesn't take so long.

I think the sessions should be shorter.

I liked the first two weeks on getting to know more about myself. I think there should be more information and stress on different careers. Maybe if it is possible the group facillitators could follow through with the students after the program is finished.

An excellent course with an excellent instructor.

I wish we could have been more involved in our future career, then we were. It seemed it was mainly about our personal feelings. I wish we could have gone over that a little faster and spent more time with career choices, such as more people coming into talk to us.

Have a person start out with all the careers he has in mind and then let him go over it after the sessions.

Get a larger variety of activities and more diverse questions on the homework sheets. They all seemed very sex oriented.

I believe the workshop was misnamed. Careers and Life planning rarely entered into the presentation, except in several theatrical ways. No guidance or help was given in selecting and looking at c areer fields. Questions on the multitude of work sheets just restated a few basic questions one must answer before selecting a career. As the worksheets were done at home, no guidance or help was provided. The one opportunity to talk with people in different careers was ruined by having no time limit on the conversations; hence, instead of speaking with 4 to 6 representatives we only managed to see 3. Trying to get up and move after a half an hour was an insult to fine people who tok their time to speak with us.

To further explain in detail the opportunities and expectations of a career. To help the student choose a career by bringing in people in different areas of work. Help the student evaluate the job opportunities for the future.

I thought that this workshop was more like a psychological analysis than a Career-Life Planning Series. I realize that the person has to know himself before he can choose a career, but I felt that there was too much emphasis placed on this aspect.

I feel that this program should concentrate more on giving information about different kinds of jobs and the opportunites for employment in jobs. I felt that talking to people of different occupations was helpful. It shouldn't be so repititious. It should concentrate so much on self realization. It should maybe have (1 or 2) sessions on this and then include other topics also.

I think it was a good program. I didn't like the time scheduling as it was hard to take off three hours every Wednesday. I learned alot about myself, just by being asked to think about things. I liked the small groups because it was more personal, easier to get to know the people in the group.

I do know that you can only do so much for us and we have to make the decisions on what we want to do. I think you should give more information on jobs. Such as: 1. Salary, 2. Benefits, 3. Working conditions, 4. Retirement, etc.

Some time should be spent on finding out what you want in life and then you should pursue the information as directed.

22. How was this workshop similar or different from what you expected?

We didn't find out as much about different careers as I thought we would.

I didn't have any idea of how it would be.

I wanted careers and choices in established fields.

I thought it would be less self evaluation and more job curriculum oriented.

We concentrated on our own personalities more than I expected, but in the long run, it proved to be the most important aspect.

I expected to learn more about different types of jobs and less about myself.

I expected to learn something about jobs and chances of placement in your area of interest.

The workshop was more probing than I expected and I feel was successful as a result of it.

I thought it would deal more with careers.

It actually turned out to be much more rewarding than I expected, due solely to the degree of intimacy & involvement.

I didn't really expect this group to become "group therapy," but it did... I expected more input on varying actual job types--but I think what I got was better--a look at myself, so as to be able, myself, to evaluate any job in terms of my own goals.

At first I found myself resisting the workshop and wanting to short-circuit the system. Finally thought I really appreciated what we were doing and had done and realized the importance of the exercises.

When I started the workshop I was expecting more tests (aptitudde, personality, etc.) and was a little disappointed when I realized we weren't going to be taking these types of tests. But I am glad more emphasis was placed on my own feelings and desires, and needs because I know I can take these tests through the testing and counseling and now I will be able to be more objective of the results because of the time spent in the workshop.

I expected too much as did many people. I expected to find a perfect job that was to be perfectly suited for me, Iknow now that this workshop or no other one could tell a person for sure. They can only guide a person and the real decision is theirs.

The workshop was more oriented to the individual person in general, not just in career-oriented way, which was good.

I thought that the workshop would have more speakers and would tell you more about different careers than it did--but it focused more on the individual and I think that this was good.

I didn't expect as much out-of-session work. I didn't think I would learn as much about myself and my values and attitudes as I did.

I expected a more broad view of occupations and careers. The evening we spent with the non-stereotyped professionals was excellent, but I expected more of that type of thing.

It was different because I thought there would be more about careers. I knew I would find out more about myself.

Did not know what to expect.

I expected more on specific careers.

I thought it might help me a little more than it did, but all in all it was pretty good.

It was more oriented to finding out about ourselves than I expected. But I enjoyed this very much too.

It was similar to my expectations in terms of self discovery. I didn't expect homework, or the degree of writing that I did.

I didn't think we were going to do so much self examination, but I feel that the self examination was helpful to me.

Very different, though it would be more related to testing and learning about a specifc career; didn't think there would be so much psychology. Thin it could have devoted more time to choosing fields and narrowing it down.

I didn't expect as much inner thought as was given. This I felt was not very beneficial, as I had already thought out much of this.

I thought there would be less focus on person attitudes, and more information given pertaining to specific careers.

I expected larger groups of people, more information available on specific careers.

It was self exploring as I expected and I thought the session talking to different professionals was good, but the "non-traditional" career wasn't that important.

I would have liked, personally, to have had a woman facilitator who was excited about helping and encouraging me, as a young woman with potential, to seek and discover career possibilities.
My facilitator was a great feminist who asked very good questions of us.

This was similar to the Peer Counseling Training when it involves knowing yourself and your values.
I thought we would get a lot of information in different areas of career life. I did not expect to be really talking about myself.

Didn't know there would be <u>that</u> much self exploration. Thought there'd be a lot of tests.

It was different from what I expected it to cover-jobs, not personalities. It was helpful though, in that it gives you something to think about.

I expected it to be a little different and it became repititious.

I expected more help on career choices. The first two weeks reminded me alot of what happened at one session of the pre-registration for the freshmen students.

I thought there would be more information on different types of careers.

It was similar in that it asked for my ideas, values, and interests on various topics and subjects.

Different; I expected more on careers and less on personal life.

This workshop seemed to concentrate on the equality of men and women in the working world. I believe I am aware of the situations that exist; even though I still harbor a few prejudices. I signed up to get more contact and information on careers not sexual notations.

I expected there would be speakers related to specific careers and information about the opportunities of nobs in the future. I didn't expect so much of the self-inventory.

It was completely different from what I expected. I expected to be given ideas of jobs and what they are like. I didn't think there would be such an extensive self-exploration.

WINTER CAREER/LIFE PLANNING WORKSHOP EVALUATION DATA

1. The ideas and activities presented in this Career/Life Planning

2	Poor
4	Fair
14	Good
10	Very Good
0	Excellent

2. The objectives of the presentation were:

3	Poor
3	Fair
9	Good
17	Very Good
2	Excellent

3. I found the small group format of the workshop to be:

1	Poor
2	Fair
4	Good
15	Very Good
11	Excellent

4. The time involved and the schedule that was arranged was:

1	Poor
9	Fair
17	Good
6	Very Good
1	Excellent

With regards to time format, I would suggest that:

	Yes	No
5. There be fewer sessions	3	29
6. There be more sessions	5	26
7. The same amount of time but distributed differently	14	18

If so, how?
--Two-hour sessions
--Maybe have them shorter, 7-10 is a long time in one night. Maybe just have them two hours at a time.
--Shorter sessions.
--Allow for shorter time periods on some sessions.
--Maybe twice a week for shorter times.
--Adjustable to small groups.
--Two-hour sessions.
--Earlier than 7:00 p.m. and not for 3 hours at a time (twice a week).

--Perhaps alternate between a couple of days as to give those who have Thurs. tests and projects a break.
--Perhaps two at 1½ hours each, 3 hrs. for visiting with people in careers
--Different hours.
--Three hours is a long time, maybe more sessions with less time per session.

		Yes	No
8.	Some sessions be hald on Saturday	6	27
9.	One weekend format could be used (Fri. eve - Sun, 5 p.m.)	13	20
10.	Mini-sessions be available through campus	28	5

11. In terms of learning about careers (career information), I found this workshop to be:

9	Poor
8	Fair
8	Good
7	Very Good
1	Excellent

12. In terms of learning about myself, I found this workshop to be:

0	Poor
3	Fair
14	Good
14	Very Good
2	Excellent

13. The work of the group facilitators was:

1	Poor
0	Fair
11	Good
15	Very Good
6	Excellent

14. In the time permitted, the coverage of the Career/Life Planning Workshop Series was:

1	Poor
5	Fair
17	Good
10	Very Good
1	Excellent

15. My attendance at this seminar should prove to me to be of:

0	No Benefit
1	Poor Benefit
7	Fair Benefit
20	Good Genefit
5	Very Beneficial

16. Do you have a better idea of what kind of career you might want than you had when you began the Career/Life Planning Workshop series?

13 Yes
2 No
18 About the same

17. Do you feel a need for more information on this topic?

26 Yes
6 No

18. Do you feel this workshop would be beneficial to others?

31 Yes
1 No
"Depends on the person, some might benefit, others might not."

19. Do you think that college credit should be given for this project.

21 Yes
12 No

20. Overall, I consider this Career/Life Planning Series:

1 Poor
8 Fair
15 Good
8 Very Good
2 Excellent

21. Recommendations and comments:

More should be done with actual careers, such as the night various people came. Why was that session cut short?!? It only went until 9:00. That was the type of thing I expected from this course, and there should have been more of it.

More emphasis on career choices.

Maybe because I am a senior and have already worked out a lot of my decisions as far as my values, attitudes, goals, etc., I did not benefit from this as much. I think that the freshman would probably benifit more. I enjoyed and found interesting the life lines and the session we had on telling each other "+" and "-" aspects we had of each other. I found the time very imposing because I am taking 21 credits and have other outside activities which require 1-2 hours a nite/week also.

I felt many times that this workshop was mainly for obtaining research results for other people, overlooking that I really didn't benefit. I got very tired of all the tests "for

research"purposes; for someone else, which I feel like didn't do me any good. I went in hopes of finding some career ideas and not be research "ginny-pigs."

Going from 7-10:00 p.m. is kind of long and drawn out if you think about it. Sometimes if we were doing something interesting (like feedback) the 3 hours went quickly but it would be better to have it a couple nights per week. I learned a lot about myself and my inward desires. I liked the workshops as a whole.

To alternate days for meeting because Thursday is test day and project day for some curriculums. More time to talk with people in different fields, perhaps guest speakers of this sort. Have Peggy Stock speak and handle an assembly of the entire workshop on one night.

The 3 hour time block really put pressures on me--perhaps for others it didn't. Sorry, but I feel that the Sietral test was ridiculous! I found that it was aggrevating and that if I retook it 5 minutes later my answers would be different. Why not a more diffinative scale?

At the present time, I can't really decide whether it has helped much or not. I do have a few career ideas that I will look into which I became aware because of this workshop, but nothing definite.

One thing I did not like about the workshop was some of the tests we had to take. Two of them appeared to be some graduate student's study. I object to always being the victum of these studies. If they are for some grad. student's benefit, let it be known. Don't hide this fact.

Although my career choice didn't change, this workshop did show me that there <u>are</u> many different types of jobs I could get after I have my degree, using my degree. I was not previously aware of a couple of these choices before this workshop. I really liked talking with the Business men and women--I also liked the session on role playing and stereotypes.

Speed things up--move along when it isn't necessary to keep hashing over the same subject.

The primary objectives of this program confuse me some? Was it to help us learn more about ourselves and available careers or a study of our attitudes towards the changing role of women? I was hoping for more of the former. I wasn't aware in the beginning of the emphasis on probing our feelings about the woman's role in society. I'm all for that but I guess I'm a little sick of that. My parents are writers and have done research on this extensively and they've had articles and books published on the subject--they've harped on me for years.

It seemed like a lot of time was used. Three-hour sessions are hard on the school work. Maybe a weekend type workshop for the group get together would be a good idea and would cut down on time. Another idea--put the older group members together. They have better ideas about themselves and can talk more on careers they have chosen rather than which to choose.

The main purpose of this workshop should be to enhance the undecided student's opportunity for knowing what it would really be like to be in his or her probable career.

It needs to be more career oriented, less woman lib bias. It's good to know about myself but I took this class to see about career opportunities. Availability to visit with career people. Learning about what different jobs are like. The follow-up exams were just as useless the second time around. I didn't change my views in six weeks. Really doesn't pertain to career planning.

The purpose of the course seemed unclear in terms of where we were headed. As far as the examinations are concerned I never understood. For a clearer understanding of how I feel about this course, feel free to call me.

There might be some more sessions available in which you could talk to people from all walks of life. There should be college for taking the workshop--maybe 1 credit because it does take up a lot of time on Wednesday nights.

I enjoyed our group and facilitator very much. I looked forward to attending each session because our group seemed to like to talk and listen. The facilitator was a good listener, open-minded, and able to look at all aspects of a discussion. The worksheets, some discussions, and questions asked on the worksheets became repetitious. There could have been more variety involved and more discussion rather than so much busywork and writing out worksheets. Overall, the sessions and the group helped me to get a better look at myself and open my mind. In a way, the sessions did help me look into other career choices. I felt that these workshops were worthwhile.

I think the six meetings of three hours each are fine, but I think that each week they should be on different weekday evenings.

As far as the personal development, it would be beneficiary to a shy person. However, one can open up his views that he never thought about. Careers should have been discussed more. Having booklets, pamphlets, etc., available would have been better.

The career planning workshop could be improved with the offering of various types of testing, such as IQ, artistic, etc., and with providing more information about careers. As far as the psychological aspect of the workshop went, this course was very beneficial in providing a means of exploring oneself.

Too long a time period without a break. Attitude Index Survey was good. Super idea of visiting with people of various fields. Excellent previews of the "Real Jobs." Would have liked to have more people to visit--even like having two sessions of it. Excellent idea of interviewing teachers--make you really think about a career. Didn't like so much concentration on you and your values--I think one session would have been enough and then have more time for concentration on careers. Facilitators were fantastic--good, easy-going atmosphere.

Too much paperwork--it gets old.

A more complete outlook on job opportunities with less emphasis on sex role programming. It seems that is a controversial subject and no one can agree to a definite belief.

I really enjoyed the sessions, it let me meet and make some new friends through it, not only just in our group, but people from other groups too. It helped me assess my values and made me really think about myself and my true feelings toward myself and others. I like the small groups much better than the large group and we could get more personal and it was easier to really express my feelings with only a couple others there. I think they put too much emphasis on the sex roles, but I do know that they had to do it because of the grant which made this possible. Overall, I really enjoyed the sessions, the only thing was that sometimes they were too long. I think they should continue having them and I would recommend any of my friends to take it.

I believe there was too much emphasis put on sex roles. My attitude worsened slightly towards female attitudes after completing the workshop. I felt the workshop was directed more toward the female and this led to discrimination against males. My small group didn't go this way, but I feel the large group did.

22. How was this workshop similar or different from what you expected?

I really didn't know what to expect.

It was similar to previous classes I've had in personal development. I expected a little more discussion and less testing and busywork.

I expected a bit more career oriented material. I did expect to learn more about myself and I did.

I didn't know exactly what to expect from the posters on the bulletin boards. I guess it was what I expected.

Didn't discuss different careers as much as I thought it would. Went more into who I am than I thought it would and we had to fill out more questionnaires, forms, worksheets, etc., than I thought we would.

I expected a lot of the exercises we did. The group thing with roles was different and made me realize my ideas on goals. Also, the thing at the SUB with different jobs was good.

I would have thought it to be more job-oriented workshop. Instead, it turned out that every Wednesday night we were filling out questionnaires.

I didn't expect it to be so much of your feelings on things, but more on jobs available. I think the title is very misleading.

I expected to be able to review different types of careers each week--maybe more sessions could be devoted to this. However, I did like the workshop, it's made me think more about myself and what I want to do. It didn't help me to solve my delimma of what I'm going to be; however, it helped me realize who I am and what I don't want to do.

I expected it to have less emphasis on self-awareness and more emphasis on finding the "right" major and/or the "right" career. I also thought that we would have more guest speakers in a wider variety of careers. I thought that I would come out of the workshops with a pretty much definite career or major in mind.

I learned about myself and other members of the group than I thought I would.

I thought we would spend more time on career paths.

I expected more information being presented about careers than was offered. I also never expected a psychological approach being used throughout the workshop.

I expected more career information--a good self evaluation was <u>not</u> anticipated. It was beneficial, though. Thanks.

When I signed up I didn't know what to expect. It did open my mind up and I was able to talk with people that could listen objectively to what I had to say. I think that you can't say that it will plan your career or life and that is what people probably expect from it so I would suggest you might change the name.

I thought there would be more on careers, but after I went to a few, I realized that I have to know myself before I can know what career I want to go into and what career will satisfy my values and my goals. I didn't think it would be in so small of groups but I like the small groups much, much better.

It pretty much fulfilled all of my expectations. I've no regrets of participating in the workshop.

I expected more information on careers such as pamplets, more speakers.

More emphasis on self, then on the career itself.

I thought there would be more emphasis on careers and job opportunities, instead of values, attitudes, etc. I do understand how these tie into careers and various choices made in this concern, but the title I think is very misleading.

The title with "Career" in it, was very misleading. Sexual biases were dealt with more in the workshop than "Careers"--which was what I expected to dwell on. I enjoyed the sessions, but didn't get what I wanted out of them--should be more career oriented.

I expected to actually learn more about careers that could be available to me rather than sex rolls. I think that too much was emphasized on how men thought the only place for women is in the home. (Most) Men don't feel this way any more, they realize that women have just as much going for them as men do. I enjoyed the sessions.

Similar because I underwent much the same training as a student leader.

But I felt too much emphasis on sex roles stereotypes--I wanted to find out more about careers than discussing people's attitudes on sex stereotyping.

I expected to have more emphasis stressed on careers and less on the exercises that were performed.

I rather expected it to ask personal morals, ideas, concepts, etc., of its participants.

Was similar in that it brought to the surface maybe a little better just what things I am interested in.

SPRING
CAREER/LIFE PLANNING WORKSHOP SERIES
EVALUATION DATA

PARTICIPANTS: In order that an evaluation may be made of this program, we are requesting your assistance. Please complete this questionnaire by putting check marks in the appropriate blanks and also mark your answers on the computer sheets.

Name_____ Date_____

Age_____ Sex_____ Curriculum_____

1. The ideas and activities presented in this Career/Life Planning

9	Excellent
13	Very Good
5	Good
4	Fair
0	Poor

2. The objectives of the presentation were:

6	Excellent
15	Very Good
9	Good
1	Fair
0	Poor

3. I found the small-group format of the Workshop to be:

17	Excellent
10	Very good
4	Good
0	Fair
0	Poor

4. The time involved and the schedule that was arranged was:

4	Excellent
9	Very good
11	Good
5	Fair
2	Poor

With regards to time format, I would suggest that:

		Yes	No
5.	There be fewer sessions.	3	25
6.	There be more sessions	7	21
7.	The same amount of time but distributed differently.	13	15

If so, how?

1. Less time on sex roles.
2. Possibly the hours be from 6-9.
3. Any night but Wednesday night.
4. More information and expertise help.
5. Start earlier in semester. It's getting tight time-wise at the end.
6. More speaking with job holders.
7. One weekend session.
8. Two hours instead of three.
9. Two times a week.
10. Allow the groups to meet at other times if they want to.
11. Start earlier so we could finish up before pre-registration.

8.	Some sessions be held on Saturday.	6	25
9.	One weekend format could be used (Friday evening-Sunday, 5 p.m.)	10	19
10.	Mini-sessions be available throughout campus	25	2

11. In terms of learning about careers (career information), I found this Workshop to be:

2	Excellent
15	Very Good
7	Good
5	Fair
2	Poor

12. In terms of learning about myself, I found this workshop to be:

9	Excellent
10	Very Good
9	Good
2	Fair
2	Poor

13. The work of the group facilitators was:

19 Excellent
8 Very Good
3 Good
0 Fair
0 Poor

14. In the time permitted, the coverage of the Career/Life Planning:

4 Excellent
13 Very Good
9 Good
2 Fair
2 Poor

15. My attendance at this seminar should prove to me to be of:

10 Very beneficial
12 Good benefit
4 Fair benefit
4 Poor benefit
0 No benefit

16. Do you have a better idea of what kind of career you might want than you had when you began the Career/Life Planning Workshop series?

21 Yes
3 No
7 About the same.

17. Do you feel a need for more information on this topic?

21 Yes
9 No

18. Do you feel this workshop would be beneficial to others?

31 Yes
1 No

19. Do you think that college credit should be given for this project?

16 Yes
13 No
1 Maybe

20. Overall, I consider this Career/Life Planning Series:

11	Excellent
10	Very good
9	Good
1	Fair
1	Poor

21. Recommendations and comments:

More time (more sessions). Not enough time to cover the material properly. More time for talking to the professionals.

More opportunity to discuss jobs with professional people. There were some people I wanted to talk with but didn't get the chance.

Sometimes the sessions ran over three hours; perhaps less material should be covered or even smaller groups should be formed.

I liked listening to what the others in the group had to say about what we covered; I thought of a lot of things I wouldn't have otherwise.

The sessions were very helpful to me. I learned a great deal about myself in relation to others and I learned much about a career that interests me. I would recommend this Workshop to anyone.

Too much time was spent on some things and not enough on others. Although the facilitators were excellent.

The sessions should be on a different day each week. Personally, three hours on every Wednesday night was too much. Maybe two hours twice a week wouldn't seem like so much.

I especially liked our small group. We all got along and talked about really important aspects of our lives. It was good to have that chance to talk to others with similar ideas.

Even though I didn't find any particular career, I think I'm closer to deciding than I was before.

There should have been more time to discuss things with the professional people. Their help was very valuable in getting information about work in general.

There was too much time involved in the workshop, however, it was well planned out as far as always having something to do.

Everyone I talked to really liked the groups and especially their facilitators. The facilitators were always willing to help and were very open-minded about everyone's views.

21. (Continued)

All the sheets we had to fill out about goals were repetitious. Some of it could have been eliminated and still have the same effect it was supposed to.

I didn't like the one test where we had to rate the different things according to the 50 points. I couldn't understand what that had to do with anything we were talking about. Also, I didn't like the movies and sexist attitudes in the Workshop.

The Workshop is great for someone who doesn't know very much about themselves. It really opens your mind up to new and better ideas about life and where you're going.

Three hours is too long. It should only be 2 hours a week.

22. How was this Workshop similar or different from what you expected?

Didn't think there would be so much self-evaluation, but that was good.

I hadn't expected to learn so much about myself as I had such as my own goals in life which are very much related to your occupation.

The Workshop was really quite a bit like I expected it would be--in terms of self-introspection and the attempt to realize one's desires, goals, and feelings, and then matching them to a job career as best as possible.

It dealt more with the participants as individuals than with careers per se, but that too was helpful in self-realization.

I had no idea what to expect, but it did a lot for me.

I was disappointed that we didn't get to spend more time directly with careers, but the self-evaluations were helpful to understand values which is a great part of your work.

I had no idea that the material covered would be so personal. Once I got acquainted with the people in my group, it was alright and I really enjoyed it

Overall, it was what I expected, but the emphasis on sex roles was something new to me.

I didn't expect to have homework from the Workshop.

Didn't expect so many questionnaires on feelings and attitudes, but it was helpful.

APPENDIX N

ADVISOR RATING SCALE

Student's Name:
Age:
Curriculum:
Sex:

COMPILATION OF QUESTIONS FOR ADVISOR RATING SCALE

Name of Faculty Member: _____

How many times have you met with your advisor: _____

Many of the following questions can be answered by circling the degree of agreement you have with each statement.

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

EXAMPLE:

1. Men and women are physically different.

   A B C D

---

2. The advisor leaned forward and looked directly at me during our interview, giving me the feeling I was of primary importance at that particular time to the advisor.

   A B C D

3. The advisor acted as though he or she thought my concerns and problems were important.

   A B C D

4. I believe the advisor had a genuine desire to be of service to me.

   A B C D

5. In our meetings together, my advisor appears warm, interested, and patient with me.

   A B C D

6. The advisor offered suggestions which encompassed a number of curriculums.

   A B C D

7. The advisor was helpful to me.

   A B C D

8. The advisor leaned forward as a means of encouraging the client to engage in good, directed behavior.

   A B C D

(A) Agree strongly	(B) Agree mildly	(C) Disagree mildly	(D) Disagree strongly

9. My advisor respects what I have to say.

A B C D

10. My advisor treated me like an adult.

A B C D

11. The advisor closed the door during our meeting.

A B C D

12. The advisor was very patient.

A B C D

13. My advisor referred me to appropriate sources for specialized information.

A B C D

14. The advisor encouraged me to think about my future.

A B C D

15. The advisor seemed concerned with my questions and concerns.

A B C D

16. The advisor appeared receptive to my ideas.

A B C D

17. The advisor suggested career options normally reserved for (males/females).

A B C D

18. The advisor was more interested in "problem solving" than exploring various alternatives in noncomittal ways.

A B C D

19. I asked questions and the advisor gave answers. The advisor did not ask any questions of me giving me little opportunity to share what I know.

A B C D

20. The advisor got me off the subject by asking questions and making comments.

A B C D

21. My advisor interrupted me as I talked.

A B C D

22. The advisor spoke to me as if he or she were lecturing a class.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

23. The advisor treated me as a child, ignoring me while taking phone calls and talking to others.

A B C D

24. The advisor never gave me a chance to talk

A B C D

25. The advisor appeared to be waiting for me to stop talking so he could take over.

A B C D

26. The advisor seemed hurried.

A B C D

27. I feel that my advisor knows me as a person.

A B C D

28. The advisor was withdrawn and did not seem interested in me.

A B C D

29. The advisor shuffled papers or leaned back in chair, giving cues to ending our meeting before I had fully learned what I had wanted to learn.

A B C D

30. The advisor was withdrawn and distant and did not seem interested in me.

A B C D

31. My advisor usually appears so rushed I hesitate to ask many of the questions or to discuss areas which I feel would be helpful to me.

A B C D

32. The advisor did <u>not</u> put down what he or she was doing when I came in and turn attention to me.

A B C D

33. The advisor made me feel at ease and by his or her manner encouraged me to discuss anything which might be helpful to me.

A B C D

34. During the interview, the advisor used several different nonverbal gestures (smiling, head-nodding, hand movement, etc.) to put me at ease.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

35. The advisor made responses that reflect his liking and appreciation of me.

A B C D

36. The advisor sat "attentively" while I explained my purpose for the meeting.

A B C D

37. The advisor displayed intermittent head movements (up-down, side to side).

A B C D

38. The advisor often responded to me with facial animation and alertness.

A B C D

39. The advisor's facial expressions reflected my mood.

A B C D

40. The advisor displayed several different facial expressions during the interview.

A B C D

41. The advisor maintained eye contact with me

A B C D

42. The advisor had a poker face and I wasn't sure if he was listening or not.

A B C D

43. The advisor never smiled. I was afraid to talk to him or her.

A B C D

44. When I need to see my advisor I have little difficulty in setting up an appointment with him or her.

A B C D

45. My advisor was patient with me.

A B C D

46. The advisor treated me like an adult.

A B C D

47. The advisor seemed cold and distant, didn't pay much attention to what I was saying and was rather brisk in his/her manner to me.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

48. I felt stupid talking to my advisor, as if I didn't know anything.

A B C D

49. The advisor didn't seem to take personal interest in me. He or she seemed withdrawn and distant.

A B C D

50. My relationship with my advisor is such that I would not hesitate to seek his/her advice on any subject or problem I might have.

A B C D

51. I would be willing to return to this advisor for help in the future.

A B C D

52. The advisor seemed restless while talking to me.

A B C D

53. The advisor took phone calls, talked to others while I waited during our interview.

A B C D

54. In opening our conversations, the advisor was relaxed and at ease.

A B C D

55. The advisor responded to me with facial animation and alertness.

A B C D

56. I felt the advisor accepted me as an individual.

A B C D

57. The advisor acted as if he/she had a job to do and didn't care how he/she accomplished it.

A B C D

58. The advisor made me feel I am important.

A B C D

59. The advisor looked at me as if sizing me up. I began to wonder if I had dirt on my face or torn clothing, etc.

A B C D

60. My advisor can be trusted.

A B C D

(A) Agree strongly	(B) Agree mildly	(C) Disagree mildly	(D) Disagree strongly

61. I distrusted the advisor.

A B C D

62. The advisor encouraged me to ask questions and make comments.

A B C D

63. I felt at ease with the advisor.

A B C D

64. I believe I would have been treated differently had I been a member of the opposite sex.

A B C D

65. My advisor said he/she had to go to another meeting (or class) but only after we had talked awhile.

A B C D

66. Questions were asked concerning the occupation and location of employment of persons close to me, such as boyfriend, girlfriend, spouse, etc.

A B C D

67. The advisor asked questions of me about my future plans concerning marriage and family.

A B C D

68. The advisor gave me "advice" almost immediately, not spending any time explaining the subject, my interests and feelings toward the matter.

A B C D

69. The advisor talked more about him/herself or other things than about me and my questions and concerns.

A B C D

70. The advisor kept throwing in funny remarks when I was trying to be serious.

A B C D

71. The advisor interrupted me as I talked and took over the conversation. It seemed more like a lecture than an interview.

A B C D

72. The advisor seemed rushed for time and made comments about "their busy day." He didn't sit still.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

73. The advisor allowed interruptions to take place during our meeting including incoming calls and people "stopping by."

A B C D

74. The advisor did not close the door to his/her office during our meeting, making it possible to others to enter unannounced.

A B C D

75. The advisor shuffled papers and made gestures of ending the interview before I had fully discussed all the areas of concern I had prior to the meeting.

A B C D

76. I felt stupid talking to my advisor as if I didn't know anything.

A B C D

77. I felt that I was talked to by the advisor rather than being talked with during the interview.

A B C D

78. The advisor looked at his/her watch several times during our interview.

A B C D

79. The advisor made me feel as if I were wasting his time. He or she fiddled around with his/her pen and drew pictures during the interview.

A B C D

80. The advisor seemed to be "talking down" to me in a condescending manner.

A B C D

81. The advisor acted cold and distant and paid little attention to what I was saying.

A B C D

82. The advisor made friendly gestures such as handshaking, smiling, etc., to make me feel comfortable in our meeting and want to stay and talk.

A B C D

83. My advisor did not put down what he/she was doing when I came in and turn his/her attention to me completely.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

84. The advisor made a remark which made me feel as if he/she were doing me a favor in seeing me.

A B C D

85. I spoke to the advisor ____% of the time. The advisor spoke to me ____% of the time during our interview.

86. I talked to the advisor approximately ____ minutes.

87. The advisor kept his/her appointment with me when made in advance.

A B C D

88. It was easy to get in to see this advisor.

A B C D

89. The advisor seemed much like a "mother" or "father" in the way he/she treated me during the interview.

A B C D

90. Although I requested a meeting with the Dept. Head, I was scheduled to see another member of the faculty.

A B C D

91. The advisor helped me to explore non-traditional as well as traditional curriculums and career choices.

A B C D

92. My advisor discouraged me from considering a career in a field dominated by the opposite sex.

A B C D

93. When discussing non-traditional career choices, the advisor emphasized problems and difficulties I might face in a career not normally associated with my sex.

A B C D

94. The advisor suggested possibilities of advanced degrees in the areas of my interest.

A B C D

95. My advisor referred me to appropriate sources for specialized information.

A B C D

96. The advisor encouraged me.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

97. The advisor made responses that reflected his/her liking and appreciation of me.

A B C D

98. My advisor accepts me as an individual.

A B C D

99. The advisor is a person I can trust.

A B C D

100. At the end of the interview, the advisor offered me an opportunity to return for another interview.

A B C D

101. I doubt that my advisor knows who I am or anything about me.

A B C D

102. My advisor appears well informed on course requirements, regulations, etc., and I place a great deal of confidence in any suggestions he makes regarding these matters.

A B C D

103. If I had a problem of a personal nature, I wouldn't think of going to my advisor to discuss it.

A B C D

104. I usually meet with my advisor at least one or more times a quarter other than at registration.

A B C D

105. Although my advisor has fairly definite office hours when he/she is available for advising, he/she is so busy it is almost impossible to see him/her anyway.

A B C D

106. My advisor is not only well informed about course requirements and regulations but is sufficiently conscious about my enrollment each quarter that I am not handicapped with enrollment errors.

A B D

107. My advisor seems to know little more about course offerings and regulations than I do.

A B C D

108. About the only time I use my advisor is to sign my card at registration and sometimes not even then.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

109. Since my advisor is not very knowledgeable or conscientious about his advising responsibilities, I can reasonably expect his to make some kind of enrollment error when I seek his help during pre-enrollment.

A B C D

110. The advisor refrained from head-nodding when the client did not pursue goal-directed topics.

A B C D

111. The advisor demonstrated a relaxed body position.

A B C D

112. The advisor demonstrated some variation in voice pitch when talking.

A B C D

113. The advisor's voice was easily heard.

A B C D

114. The advisor used intermittent one-word vocalizations ("mm-hmm") during the interview.

A B C D

115. The advisor usually spoke slowly enough so that each word was easily understood.

A B C D

116. The advisor's verbal statements were concise and to the point.

A B C D

117. The advisor refrained from repetition in his verbal statements.

A B C D

118. The advisor made verbal comments that pursued the topic which I introduced.

A B C D

119. The advisor made it possible for me to start working toward a solution to my problems.

A B C D

120. A clear and sensible progression of topics was evident in the advisor's verbal behavior; the advisor avoided rambling.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

121. The advisor encouraged discussion of statement made by me that challenged the advisor's knowledge and beliefs.

A B C D

122. The advisor helped me to develop action steps for goal attainment.

A B C D

123. The advisor verbally stated his desire and/or intent to understand.

A B C D

124. The advisor suggested alternatives available to me.

A B C D

125. The advisor asked me to verbally state my commitment to work for the achievement of a goal.

A B C D

126. The advisor and I decided together upon the advising goals.

A B C D

127. In starting the interview, the advisor remained silent or invited the client to talk about whatever he wanted, thus leaving the initial topic up to me.

A B C D

128. The goals set in the interview were specific and observable.

A B C D

129. After the first five minutes of the interviews, the advisor refrained from encouraging social conversation.

A B C D

130. After the first topic of discussion was exhausted, the advisor remained silent until I identified a new topic.

A B C D

131. The advisor initiated the termination of the interview through the use of some closing strategy wuch as acknowledgement of time limits and/or summarization.

A B C D

132. The advisor insisted on being right always.

A B C D

(A)	(B)	(C)	(D)
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

133. The advisor's comments helped me to see more clearly what I need to do to gain my objectives.

A B C D

134. The advisor acted uncertain of himself.

A B C D

135. In the first part of the interview, the advisor used different social non-verbal gestures (smiling, head-nodding, hand movements, etc.) to help put the client at ease.

A B C D

136. My advisor referred me to appropriate sources for specialized information.

A B C D

137. The advisor was enthusiastic when talking to me.

A B C D

138. The advisor leaned forward as a means of encouraging me.

A B C D

139. The advisor seemed to understand my point of view.

A B C D

140. I liked the advisor as a person.

A B C D

141. My advisor made me feel at ease by his manner.

A B C D

142. I can understand my advisor when he or she explains something to me.

A B C D

143. The advisor provided structure (information about nature, purposes of advisory, time limits, etc.) when I indicated uncertainty about the interview.

A B C D

144. In our talks, the advisor acted as if he/she were better than I.

A B C D

145. The advisor helped me to learn to make my own decisions.

A B C D

(A) Agree strongly	(B) Agree mildly	(C) Disagree mildly	(D) Disagree strongly

146. The advisor gave the impression of "feeling at ease."

A B C D

147. The advisor spoke rapidly during our meeting.

A B C D

148. The advisor knows what he/she is talking about.

A B C D

149. The advisor's voice was clear but not monotone. It gave me the feeling the advisor was not rushed and would spend as much time with me as needed.

A B C D

150. The advisor used responses that suggested a course of action I had the potential for completing in the future.

A B C D

151. I felt satisfied as a result of my talk with the advisor.

A B C D

152. Several times the advisor used responses that supported or reinforced something I said.

A B C D

153. Overall, I would rate the advising (check the words below that describe the type of communication that the advisor used during the interview):

___ ordering
___ directing
___ commanding
___ warning
___ admonishing
___ threatening
___ moralizing
___ preaching
___ obliging
___ giving suggestions
___ finding solutions